

Sticking to the letter?

There really ought to be an in-service training course for headteachers on how to write letters to parents.

There is a disturbing tendency these days for heads to resort to blatant honesty on the lines of: "Dear Parent, can you please pick Johnny up immediately after lunch on Thursday, because we want to have a staff meeting, and the staff really can't be bothered to hang around after school."

No such needless straight talking. I'm glad to see, from the head of one Birmingham school, who writes to parents this letter entitled "Staff Conference", which no one with a degree in sociology or a civil servant in the family will have the slightest difficulty in following.

"Dear parents - from time to time school situations develop which indicate the need for an opportunity to be provided for staff to meet for discussion and consultation. Normally these situations can be dealt with at relatively short staff meetings of an hour or so after school, but occasionally it becomes necessary to devote a longer amount of time to the exercise.

"Next Thursday, therefore, it is proposed to close the school at 2.30pm (at the end of Period 6) to enable a staff



conference to take place. The aim of the conference will be to assess and analyse a number of issues, which require attention and, hopefully, provide ideas and policies, which will be for the ultimate improvement of the educational provision (in the widest sense). In turn, it is expected that each individual pupil and student in the school will benefit as a result of these deliberations, and that any short term loss of educational time will be more than made good by longer term benefits. Thank you for your continuing understanding and cooperation."

Whether the cooperation comes from the parents' understanding or from their not understanding, I'm not too sure.

A face for all seasons

Wakefield Council should not be too hard on Gloria Stewart, the journalist shortly to appear before the Press Council following a complaint by Wakefield about the series on comprehensive schools in the *Daily Express* that Ms Stewart helped to write.

Wakefield is a little upset that she went into the borough's schools purporting to be a prospective parent. Aside from the fact that I have always been curious as to what headteachers tell parents that they will not tell the press, I must urge Wakefield to feel flattered that they have been visited by one of the best actresses in the country (the profession has a number) that journalism can muster.

In previous roles Ms Stewart has played a supply teacher, and only last year (for the *Daily Mail* this time) the founder of the non-existent Women's Collective Against State Oppression in Holloway Prison. This was to show how easy it was to get a grant and a flat from Islington Council.

In fact, she got neither, though one might have guessed it from the headline: "This Left-Wing Lunacy." Ms Stewart lobbied councillors wearing plimsolls and patched jeans, and says she deliberately used left-wing, agit-prop names and jargon to make her group acceptable. Casting directors take note. This girl has talent.

The howlers' modern usage

I must, I suppose, salute the bravery of Marling School in Stroud, Gloucestershire, which has had the temerity to print a book of howlers made by its own pupils.

It is, of course, a private school. If a state school did it, even, as in the case of Marling, to raise money for charity, it would probably have the HMI, NUT and local press hammering at the door.

I confess to having sympathy with some of the mistakes. "The atomic bomb saved lives because if the Japs got desperate they would shoot their own men" is not that far away from one of two learned historical lectures I have heard. "A doctor isn't allowed to perform an abortion after the ninth month of pregnancy" is true as far as it goes, as is: "What sort of people benefit from drinking water with fluoride in it?" Answer: People with false teeth.

The upper sixth-former who wrote: "The national education system has failed in its task of not succeeding" was not making a howler, merely preparing for his Oxbridge thesis. One fifth-former wrote: "Women are basically the same as men from the waist upwards", not presumably a reflection on the women (or come to that, the men) of Stroud, but possibly a reflection on the fifth-form.

Still, they seem to have learnt a bit

more by the lower sixth, where one boy was confident that "every female woman in the town becomes pregnant."

Being a private school these howlers do have class: "Usually the fogball fans are overcome by intoxicating liquors," for example.

I like the innocent simplicity of: "Men of the Stone Age were hunters. What was different about men of the new stone age? A: They were not hunters."

But the prize for the howler that really improves on the original goes to the lower sixth-former who decided that Henry VIII wanted his marriage to Catherine of Aragon to be declared "chill and void". Not totally original this one (c. f. 1066 and all that - "dull and vague").

I do sometimes wonder if examiners go out of their way to invite howlers to brighten up those tedious weeks of marking. The one who set the question: "Explain what Wellington meant by the remark: 'If I had rice and bullocks, I had men,'" must have known what he had coming. To find out, send a SAE to the English department at Marling School, Stroud, and a minimum donation of 20p. If they collect enough money they will doubt try to ensure their boys do just as badly next year.

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NUT's rejection of pay reform package angers employers

by David Lister and Sarah Bayliss

The prospect of a bitterly divided teaching profession embarking on further industrial action next year looks certain following the NUT's wholesale rejection of the employers' pay reform package.

Conservative and Labour authority leaders are united in condemning the NUT's move which the union was expected to push through yesterday's teachers' panel meeting. And they are warning that the 1985 pay offer will not be more than 3 per cent.

The other teaching unions also had reservations about the management's offer but very much wanted to carry on negotiating a package which would have brought substantial increases to pay, while tying teachers down to annual assessment and some extra curricular duties.

Members of the 21,000-strong National Association of Head Teachers will be urged by their general secretary, Mr David Hart, to call staff meetings next week to discover their opinion about the management package. What will happen if teachers are discovered not to agree with the package is unclear. Mr Hart called the NUT's move "a disaster for the profession."

Mr Bob Morris, education officer of the Labour-led Association of Metropolitan Authorities, said: "This is a totally disappointing news. I cannot see that the NUT's decision is in the interests of the teaching profession."

He believed that the employers' proposals had left room for negotiation. "It was not put forward on a 'take-it-or-leave-it' basis. It was on the table for future negotiation."

He feared that by rejecting future

talks on the pay structure, the NUT had lost the teachers' only chance of a way round career problems and the Government's pay expectations, which for next year have been set at 3 per cent.

"I fear that the alternative to proper negotiations about restructuring is going to be a re-run of 1984 and I am dismayed that anyone can contemplate that. There will be chaos."

Mr Philip Merridale, chairman of the Conservative-led Association of County Councils and leader of the management side, said the pay structure package had offered the chance of a consensus being reached between the employers, teaching unions and the Education Secretary. "If a consensus can't be reached we are back to sterile confrontation." The NUT seemed to have a "positive enthusiasm" for confrontation, he said.

Mr Gordon Cunningham, education officer for the ACT, said he believed the NUT was playing into the hands of some Cabinet members who might argue against extra funds for a new career structure for teachers.

The danger from the teachers' point of view was that they would end up with the existing limited pay structure plus compulsory assessment imposed by Government legislation.

Mr Peter Smith, deputy general secretary of the Assistant Masters and Mistresses Association, said the NUT had acted prematurely and in a "defeatist" manner.

Mr Nigel de Gruchy, deputy general secretary of the NAS/UAU, said that his union had hoped to negotiate on the package.

Mr Doug McAvoy, deputy general secretary of the NUT, said on Wednesday:

"This package from the employers illustrates the massive gap in thinking, a gap of fundamental philosophy between them and ourselves."

"It is a package based on their distrust of teachers. They don't believe teachers are professionally committed. The package is a follow-up to their accusation that there has been a cumulative erosion of teachers' professional commitment."

"What it amounts to is that teachers would be policed annually through some form of assessment with the employer holding the right to remove them from teaching anywhere in this country."

Mr McAvoy said they would be attending a meeting with management on December 5 just to inform the employers formally of their rejection of the proposals.

The management's pay reform proposals have already left one legacy of bitterness. Headteachers are accusing education officers of ensuring that planned salaries for heads do not overtake their own.

Under the proposals, heads of small primary schools would have got about a 17 per cent increase, but heads of large secondaries only a 1 or 2 per cent increase.

Mr David Hart commented: "The heads of the small schools do need a lift up because they were disadvantaged under Houghton and it is incredibly difficult to find heads of sufficient calibre for group one, two and three schools. So there is bound to be an element of weighting in favour of the primary sector. But it puzzles me why there should be these enormous differentials."



It takes pluck... harpist with South Glamorgan Youth Orchestra rehearses for the opening concert in this week's Schools Prom at the Royal Albert Hall, sponsored in part by The TES. Picture coverage page 5. Photo: Jarline Wakeel

Sussex hard sell

Shortly after Sussex University opened in the sixties, I remember a school friend of mine with excellent A level grades going there for an interview. "He has a first class brain and a very pleasant personality," they told his form master afterwards "but he is not what we are looking for."

Whatever it is they seek down on the south coast, they are evidently looking even harder these days. Sussex has made a video about the university to lure out to schools.

Having seen it, I can report that it is really rather good. But then it is not

every university that can persuade its pro-chancellor to be executive producer and donate his services free, particularly when this happens to be Sir Richard Attenborough. And it is not every university that can give a cameo part to a research fellow who just happens to be Dr Jonathan Miller.

Sussex's senior assistant secretary Geoff Ivey says the video does not mean that the university is finding it hard to attract students. "Our student demand has held up very well. But we're in an increasingly competitive position, and one has to have a secure base for what might come in the next 5 to 10 years."

The university is coy about what the video film cost to make. But it is thought to be less than Sir Richard's previous venture, *Gandhi*.

Our pop corras



Yusuf Islam

Boy George

Sad to say, Frankie Goes To Hollywood has (have?) not yet written to *The TES* on matters educational. But we don't feel slighted. After all Roy George wrote to us earlier this year. And, for those of us musically rooted in the sixties and seventies, it is worth taking a second look at a letter in a recent issue espousing the establishment of Muslim schools.

The writer shows a keen knowledge of the 1944 Education Act and the views of the NUT on religious education, asserting: "The latest statement by the NUT regarding the recent development within the Muslim community to set up their own schools seems quite absurd and reflects the teachers' inability to cope with the facts of the situation."

"The 1944 Act clearly entitles communities to establish and operate denominational schools. Such schools are abundantly available for Christian and Jewish communities. Why is it then, that when the time comes for Muslims to avail themselves of this facility, the move appears 'divisive'?"

The writer is Yusuf Islam, formerly Cat Stevens, who enjoyed considerable musical success with the likes of *Matthew and Son*, *Moonshadow*, *Morning Has Broken* and many others, before changing his name and religion, and presumably his writing matter from the *New Muslim Express* to *The Times Educational Supplement*.

David Lister

NOTICEBOARD

PEOPLE...

APPOINTMENTS
Dr Richard Gott to be lecturer in education in the School of Education, University of Durham, from January. Dr Lydia Miller has been appointed lecturer in urban sociology in the Department of Sociology and Social Policy, at Durham.
Andrew Blowers, an Open University senior lecturer in geography, has been appointed to a new single tenure chair in social sciences (planning) at the Open University.
Dr Susan Hurley to be Director of the Open University's North Regional Office.
Sir Charles Carter, former Vice-Chancellor of the University of Lancaster, to be chairman of Gokimith College Delegation, the governing body of the college.
Mr Maurice Shook, Vice-Chancellor of Leicester University, will succeed Lord Flowers as Chairman of the Committee of Vice-Chancellors and Principals on 4 July 1985.
G M Austin, principal of Accrington and Rosendale College, has been elected chairman of the Tertiary Colleges Association in succession to J C Miles, principal of Bridgewater College, who has been elected president.

CONFERENCES...

November 22
Physical Education Association conference on *Primary school physical education: recent trends*, at Bedford College, London.
University. Details from the General Secretary, Andrew Petherick, The Physical Education Association,

162 King's Cross Road, London WC1.

November 30 and December 7
The Teacher Education Study Group is holding two seminars on small-scale investigations in schools. The first, at the Camden and Westminster Teachers' Centre, will be for those with little or no experience of organizing, supporting and tutoring small scale studies in schools. The second will be held at the University of Nottingham. The cost is £15 for each seminar and application forms are available from Miss Karen Simmonds, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR.

December 14
Politics Today - a conference for sixth-form teachers interested in the study of politics organized by the Department of Politics and the Continuing Education Unit at the University of Leicester. Speakers include Dr R Borthwick, Mr Michael Latham, MP and Mr Peter Madgwick fee £10. Details from Pauline Metiche, Conference Secretary, Department of Adult Education, University of Leicester, University Road, Leicester LE1 7RH.

December 14-15
The Education of Women and Girls annual weekend conference of the History of Education Society at Avery Hill College, London. Speakers include: June Purvis, Carol Dyhouse, Margaret Bryant, Felicity Hunt, Joan Burnstyn and Sheila Fletcher. Details from Patrick O'Brien, Conference Secretary, History of Education Society, Avery Hill College, Bexley Road, Eltham, London SE9 2PQ.

EVENTS...

November 29
Political Education and Black Youth in Schools - an open lecture by Farukh Dhandi in Room 642 (Level 6), University of London Institute of Education, 20 Bedford Way, London WC1 from 6pm-7.30pm. Organized by the Centre for Multicultural Education and the Political Education Department. Admission free.
From December 6
Whales and their relatives a new permanent exhibition at the Natural History Museum dealing with the evolution, distribution, migration, breeding, colouration, feeding, language and intelligence of whales and other cetaceans. The exhibition uses audio-visual displays, computerized interactive exhibits and a videodisc system. Details from the Education Department, Natural History Museum, Cromwell Road, London SW7 5BD.

January 19
Beyond the fragments - Socialist perspectives for adult education - a conference at County Hall, London, organized by *Marxism Today*. Details from Adult Education Conference, 16 St John Street, London EC1M 4AL.

COMPETITIONS...

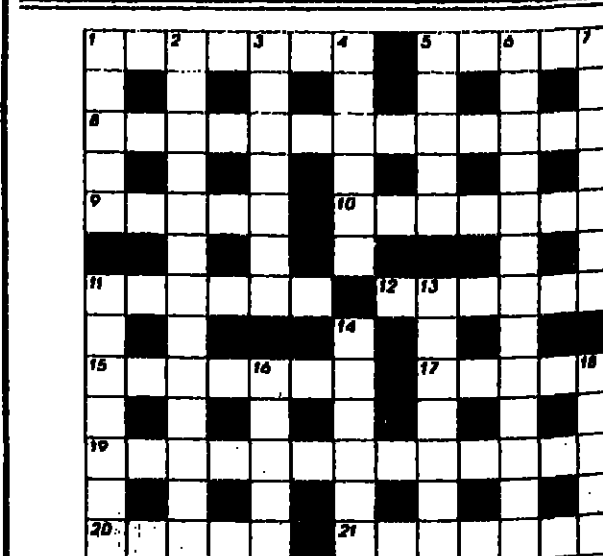
The Cronwell Association
Short stories and factual essays of between 750 and 1,250 words are invited on any aspect of The English Civil War, the Commonwealth and Oliver Cromwell for a competition in celebration of the Golden Jubilee of the Cronwell Association. Prizes of books will be awarded in each of

three age groups: under 11 years, 11-15 years, 16-18 years. Entries may be typed or handwritten and should be sent by March 31, 1985 to The Competition Secretary, The Cronwell Association, 14 Ewelme Road, London SE23 3BH.
Christmas Carols
BBC Pebble Mill in Birmingham is organizing a Christmas Carol competition open to school pupils only from infants to sixth form in two sections, junior school (12 years and under) and secondary school (over 12). Entries of original material, not longer than 3½ minutes in duration, should be channelled through the school. Write to Christmas Carols, PO Box 86, BBC Pebble Mill, Birmingham for rules and conditions of entry. Closing date for entries, December 7.

INFORMATION...

The History of Education Project under the direction of Professor Gordon Batho at the University of Durham is looking for archival teaching unit material (ATU) and for catalogues of such works. They are particularly interested in less accessible ATU material. They would be grateful for copies of locally produced unpublished archival teaching units, or at least for details of the compilers, unit title, series if any, number of items contained, types of material and place and date of compilation. The aim is to produce a bibliography of archival teaching units and related works. Please contact John Thompson, History Teaching Project Supervisor, School of Education, University of Durham, Leazes Road, Durham DH1 1TA.

No 179 CROSSWORD by Rufus



Across

- 1 In a study group he clearly doesn't share the views of others (7)
- 5 Foreign money in notes (5)
- 8 A proverbial labour sower (1, 2, 4)
- 9 I break a little backbone (5)
- 10 Section reserved for reviews (7)
- 11 Criminals taken in hand by bishops (6)
- 12 No robe for a king (6)
- 13 The sort of hat one may have to eat? (4, 5)
- 17 Meant for our time (5)
- 19 No record is more jealously guarded than this (3, 4, 5)

Down

- 2 Boat with half the crew in the stern (5)
- 4 A car's log-book? (13)
- 3 Retaliator and strike player (3, 4)
- 6 Ancient Greeks were riddled with it - and were died young (16)
- 5 Antislip getting up two hours before moon (5)
- 6 A new start in life? (13)
- 7 The second state's boy? (7)
- 11 Major city (unscrambled) (7)

Solution to puzzle 178

Separate peace studies rejected by Primate

by Bert Lodge

The Archbishop of Canterbury entered the peace studies debate this week on the side of those who are against making it a separate subject.

During the annual Hockley lecture at King's College, London, on the theme of "Morality in Education", Dr Robert Runcie said he had no doubt that a partial and triumphalist teaching history in some schools had caused much of the fall of empire.

"Today's emphasis seems very much to be the other direction and while it is clearly desirable that children should be encouraged to be peace-makers rather than warmongers I think I prefer 'peace' studies to be taught in conjunction with history as a whole rather than as an autonomous subject."

History and current affairs, Dr Runcie said, could contribute to that vision which was an essential element in an individual's morality. At the same time a concern to make value judgments about the past or, even more, the present, could sometimes lead to a sacrifice of objectivity.

"The continuing dispute about the teaching of 'peace' studies in schools is one example of this."

Dr Runcie said he spoke as a Christian leader, parent, school governor and retired teacher.

Grant cuts face growing opposition

by Biddy Passmore

Pressure mounted on the Government this week to soften the harsh treatment it plans to mete out to better off parents of students next autumn.

By Wednesday, more than 100 Tory back-benchers, from ultra-right arch-dais, had signed Commons motions condemning the plans to make middle income parents pay far more for the higher education of their children.

As MPs' postbags bulged with letters from constituents, education ministers and officials were being forced to realize they might have to climb down.

An unrepentant Sir Keith Joseph, the Education Secretary, told *The TES* this week that there was no question of changing the plans unless equivalent

cuts could be found elsewhere. He offered the grant savings, which total £39m, to the Treasury, to pay for £22m of extra spending on science and higher than expected grant payments to existing students.

Mrs Thatcher, who is said to have approved the grant plans with some reluctance, may now demand some re-ordering of the education budget.

An opposition motion condemning the planned changes could be carried now with the support of Tory rebels.

The changes, announced by the Education Secretary two weeks ago, constitute the second stage of a sharp tightening of the screws on middle and upper income parents of students, many of them natural Government supporters.

This autumn, the minimum maintenance grant - paid regardless of income - was halved to £205 and parental contributions significantly increased at the middle and upper end of the scale. Next autumn, the Government proposes not only to scrap the minimum grant completely and make the means test even tougher but also to make parents contribute towards tuition fees of £520.

That would mean increases of £725 for households where both parents earn little more than the national white-collar average of £10,900.

Vice-chancellors joined students in protesting against the plans this week. How teacher parents are hit, page 5.

THIS WEEK

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New threat

The ILA faces yet another threat. Biddy Passmore reports on the implications of the GLC abolition Bill.

Break time

Julia Hagedorn looks at what children do in the school playground (picture).

FE reviewed

Diane Spencer on the Audit Commission's criticisms of further education.



Platform

Peter Newell on corporal punishment - the classroom violence.

Cracking up

The new GCSE is already showing signs of strain.

Scheme or dream?

Part 2 of our progress report on the YTS.

Arts/Books

LINGO: A CHRISTMAS COMPETITION; Philippa Davidson at the Schools Prom; Penelope FitzGerald on Robert Graves; Sheila MacLeod on D H Lawrence's letters; Linnette Puri Perry on the South; Simon Newton on adult education; Nicholas Shrimpton on the BBC's *King John*; John James on Lorraine's theatre; Children's literature.

Resources/Media

Frank Oormie tries out the new Camcorders from JVC and Sony; Nick Baker on young people and radio.

EXTRA

History: Is it time to go on the offensive? Could an alliance with HE help keep the subject relevant? Also religion in history, primary developments and Welsh clutter.

Now for the backlash

The tide of opposition rises to Sir Keith Joseph's latest instalment of Conservative masochism (page 1). By the middle of the week it was being widely reported that backbench Tory MPs have been receiving a heavy protest mail and that they would have some forceful observations to put to the Secretary of State when he meets them next Wednesday. But threatened back-bench revolts are two a penny. It doesn't need much courage to sign an early day motion or mutter seditious comments in the central lobby of the House of Commons. Pursuing an objection to the point where the Whips get frightened is a different matter. A lot will depend on the attitude of Sir Keith's colleagues in Cabinet. They have rubber-stamped the switch of £39 million for student grants to the science budget but as it was an internal rearrangement of the Education vote, it is unlikely that it was argued out at length and there could well be a disinclination on the part of other ministers to go to the stake for Sir Keith on this

As to the merits of the case, there is clearly a sharp distinction to be made between the principle of the thing, and how it will work in practice.

In principle, there is a cogent case for increasing the share of students' costs which is borne by better-off families. The cost of student grants comes from the common fund of public taxation. To use this tax revenue to support the sons and daughters of the well-to-do, is to take away money from poorer citizens, and give it to the richer.

Moreover, the means test is applied to the parents' income: the relevant recipient is the student. It is now well established that many parents don't pay the "parental contribution", which remains a fiction in

the mind of the Secretary of State. In an age when the age of majority is 18 and parents are under no legal obligation to provide for their offspring (till they reach the age of 21-24 when most complete a degree course or courses, the principle of taxing parents (but not compelling them to pay the tax) to support their children (who are not children) has grown less and less defensible.

Those who, like Sir Keith, have campaigned for a loans scheme have recognized this latter point. Repaying the loan should fall on the student whose higher education is statistically likely to bring him or her a better than average income. On this basis, the state would say to students: "It is up to you to take your future into your own hands and raise some of the cost by way of a loan." This would, of course, be hard to carry through, particularly when interest rates are high and attitudes of mind have been formed by 40 years of student grants.

The fact is, however, this is not what the Government has done. Sir Keith tried, and failed, to get his loans scheme through. What he has now done - even if it could in some way be justified in principle - is open to severe criticism for what it will mean in practice.

In practice, the new income scales, the abolition of the minimum grant and the addition of £520 fees to the bill for which students are liable, will mean real hardships for some students now in courses of higher education. Some of them will drop out; others will fail. It will prevent some who might have been able to go to university or college from going at all. Those who suffer will not be drawn from among the conventionally rich: those with rich grandparents will

still be all right. So will those who sit on trust funds. It will be those parents who are expected to find "contributions" of up to £4,000 from taxed income who will suffer. The extreme cases will be those with two or more children in higher education at the same time.

The way in which the means test has been tightened is particularly severe. The scale is expressed in terms of "residual income" - that is gross income of both parents, less certain deductions such as mortgage payments, pension contributions and life insurance. Tax is not allowed as a deduction. For the first £15,000 of residual income, the parents will have to pay £1,274. For every £100 of residual income above that, they will have to pay an additional £25. To have to pay £1 in £4 sounds pretty savage (only three years ago it was a mere £1 in £13); but after tax at 45 or 50 per cent, the demand is ferocious - up to £3 out of every £4 of net income.

There is no point in arguing whether this is theoretically fair if it is so obviously practically unfair. To move towards the kind of student-economy which Sir Keith would like, there are essential prior requirements: cheap loans, plentiful part-time jobs (including some of the jobs on campus now done by ancillary staff), higher salaries for graduates in their first jobs, transitional arrangements for those already in the system, an expanded system of scholarships - a composite pattern of scholarships, loans, grants, and work.

All this is very different from Sir Keith's crude £39m cut which has unacceptably harsh consequences. The trouble is that if he doesn't find his £39m here, where else in the education budget will he go for the money he needs for science?

COMMENT

First the good news

The comments on the work rate of further education lecturers contained in the Audit Commission's first annual report (page 10) were seized upon, and in some quarters summarily dismissed, as further evidence that accountants do not begin to understand the facts of FE life.

It would be wise to be a little cautious about this sort of response, for several reasons.

The most obvious of these is that careful reading of what the auditors have to say suggests that the members of the new Commission have not - as widely assumed - fallen into the same trap as the former Audit Inspectorate and equated working hours with class contact hours. They have instead consulted both the national, and a sample of local, agreements and are now able to come to the conclusion that "usually the locally agreed teacher contact hours fall short of the maximum recommended" - a charge which it is harder to refute.

On a number of other points in dispute, it is easily possible for both the Audit Commission and its FE critics to be correct: for example, the Commission has found some colleges that "still constrain their teaching year to 36 weeks in three terms, although this does not meet the requirements of industry and the Manpower Services Commission for a 44-46 week year," while Mr Peter Dawson of the National Association of Teachers in Further and Higher Education can point to many colleges open for 48 weeks a year. Similarly, it can no doubt be argued that extra hours of "reimbursement" are needed to develop the sort of courses that the Government and the MSC are calling for (or even that, quite frankly, any reasonable person would want a few hours extra to prepare for some of the "bricks", or monitor their drop-out rate as the auditors recommend).

But there is another good reason for not brushing all this aside, as most of the FE world well knows, which is that this particular sector of education has long been within the sights of several of the most influential members of the Cabinet - not least on the matter of class-contact hours - and is already under successful assault by the MSC. A prudent I.e.a. or FE college will be taking steps to repair vulnerable patches in its battlements.

One final point to bear in mind is that this sometimes enigmatic annual report is only another warning shot, to be followed up in the spring with a very much fuller report on the 150 colleges surveyed, under the four main headings already identified as providing scope for saving money: academic staffing, cost recovery, control of non-teaching costs and marketing.

That will be the fruits of the labour of a number of individual auditors rooting about in individual colleges to amplify the bald figures of previous survey work. The 150 colleges have been selected, not as a representative sample of I.e.a.s, but based on the auditors' broad knowledge of where savings might effectively be made.

Which suggests that the colleges and those who work in them would be well advised to prepare themselves against a report which seems unlikely to be a straightforward survey of the good practice as well as the bad.

Preparing to bail out

Britain's continuing relationship with UNESCO now turns on progress of attempts to reform the organization over the next 12 months. Against the advice of a powerful pro-UNESCO lobby, led by such stalwarts as Professor Malcolm Skilbeck and Professor J. D. Fage, the government has announced that 12 months from now Britain will withdraw if still not satisfied with UNESCO's internal process of house-cleaning.



Dr Amadou - Mahtar M'Bow, Director-General of UNESCO

The pro-and anti-UNESCO argument has been presented as another instalment in the endless discussion between those favouring aid and moral support for the Third World and those who are at best uninterested and at worst hostile. There is some truth in this. UNESCO is a convenient whipping boy. But for many, the dispute has come to turn on tactics: if you are highly critical of UNESCO (which most people, friend and foe alike, are) it is better to face this fact and withdraw from the organization, or stay and hope to muster support for reform from the inside?

The Government has compromised. It remains in UNESCO, but has served notice that reforms begin this year must be pushed through vigorously next, if Britain is not to carry out its threatened withdrawal. The critics have argued that, by giving notice of withdrawal, Britain has weakened its own hand and will now be ignored by those who are responsible for the mess UNESCO is in.

None of the conclusions which follow from this are particularly flattering to UNESCO, but it seems logical to point out that UNESCO's alleged faults are exactly what you would expect in an organization controlled by

the multifarious governments which form its membership. It is hardly surprising that UNESCO's internal administration fails to reflect the high standards of Whitehall, nor yet that it is politically aligned against the West. Only a small minority of the countries which belong to UNESCO have democratic governments in which free speech flourishes and it is safe to oppose those in power. Corruption is the norm throughout the world: the ethics which Mr Gladstone bequeathed to the public service in Britain are the exception not the rule. And when UNESCO's policies reflect the anti-Western bias of the Third World, it is because this accurately represents the majority view of the member states, not because of some aberration.

Britain should recognize that these are the facts of life in international organizations - as they have been, now, for some years - and instead of threatening to resign unless allowed to put the world to rights, should join with the rest of the European Community and those members of the Commonwealth who are prepared to campaign strenuously against the worst abuses in keeping up the pressure on Mr M'Bow. UNESCO (which may be flawed. Why should it be otherwise?) It is not particularly significant, nor yet (at £4-5 million a year) particularly expensive. But it is much more important to use this issue to strengthen links with like-minded Europeans and Commonwealth Governments than to say "me too" to the Americans.

no comment

"No teachers are asked to decorate their own classrooms, though if they choose to do it themselves then obviously we are very grateful."

Spokesman for Richmond upon Thames Borough Council, quoted in Richmond and Twickenham Times (November 22)

Second opinion Joseph leads retreat from Taylor

Public comment on *Parental Influence at School* has concentrated heavily on the proposals for parent majorities on governing bodies. While there has been some analysis of the parts played by relations between I.e.a.s and governors, astonishingly, passing almost unnoticed, are very important implications on the professional power of heads and staffs. Yet these implications are substantial retreat from accepted Taylorian doctrine which would considerably antagonize many teachers.

Taylor's "golden sentence" was that the responsibility for deciding the school's curriculum, in every sense of that word, must be shared between levels and between all those concerned at every level, in other words, I.e.a.s, governors, heads and staff. Governors were to be responsible not only for setting the aims of the school but for deciding action to facilitate progress.

Again, when it comes to the content of the school, Taylor said that, subject to an I.e.a. "framework", governors should be responsible for formulating guidelines which promote high standards of behaviour and for setting such minimum rules and sanctions as are necessary to maintain them.

Throughout Taylor ideas of "vision" and "responsibility" for governors set the tone and, though references to "sharing" and "consultation" are present, the issues are linked in relation to powers of staff. In contrast, the DES document emphasizes consultation with the head in determining the main policies and lines of development of the school and insists that professional responsibilities of head and staff be "respected".

It speaks of the need to "secure a firm legal foundation for the role of the headteacher which preserves his authority". On curriculum, while warning for a "proper balance between professional and lay influences", the paragraph proposes legislation to ensure that: "The headteacher will have responsibility for the organization and delivery of the curriculum and the detailed syllabus, within available resources, having regard to the statement of aims and objectives determined by the governing body..."

After referring to the duty of the I.e.a. to formulate curricular policy, the area the paper goes on to emphasize that its proposals "would enable the head and the other teachers at the school to determine the content of the programme for each pupil and the methods of teaching that programme". These would "have regard" to the views of the governors about aims and objectives, and to available resources. The I.e.a., through its control of resources and as employer of staff, would ensure "the pattern of programmes offered... but not the details".

Turning to the conduct of the school, the paper proposes legislation to make governors responsible for "the general direction" of the conduct of the school and suggests that the governors should be "encouraged" to exercise a "general oversight".

But it goes on to say that "in large measure it falls to the head to secure acceptable standards of behaviour" and heads should have discretion for individual matters of discipline.

The legislation proposed would give the head the job of formulating and promulgating the rules of the school, including the use of disciplinary sanctions, "having regard" to such principles and guidance as the governors may offer.

Thus on the controversial issues of curriculum and conduct of the school the paper leans towards the side of the teachers. A Joseph come to judgment?

Max Morris is a former president of the National Union of Teachers.

IN BRIEF



Taylor moves

Dr William Taylor (above) is to be the new vice-chancellor of Hull University. Dr Taylor, 54, principal of the 70,000-student University of London for the past year, will take over at Hull next September. He was director of the University of London Institute of Education for 10 years till 1983.

New director

The new director of education for Lincolnshire will be Mr Derek Esp, currently first deputy chief education officer (schools) for Somerset. Mr Esp, who is aged 50, will take over next March from Mr Fred Rickard, who is retiring.

Australian post

Professor Malcolm Skilbeck has been appointed as the next vice-chancellor of Deakin University, Victoria, Australia. He will take up the appointment in January 1986. Professor Skilbeck, present professor of education and chairman of the Department of Curriculum Studies at the University of London Institute of Education, is Australian, and from 1975 to 1981 was director of the Australian Curriculum Development Centre in Canberra.

Cheshire change

Mr Neil James Epton, director of education for Stockport, has been appointed to succeed Mr John Tomlinson as director of education for Cheshire. He will take up his new post in the spring.

ILEA to ISIS

Mr David Woodhead, senior press officer for the Inner London Education Authority, is to be director of the Independent Schools Information Service Devlin, who became director of public relations for the Institute of Directors in November. Mr Woodhead's first job was as a journalist on the *Cambridge Evening News* where he established a weekly education column. He moved to Fleet Street in 1968 as a reporter on the *Sunday Telegraph*.

Nurseries to close

Bromley education authority looks set to join Gloucestershire in abolishing all nursery education, apart from a class which includes hearing-impaired children. Last week Bromley's primary education sub-committee voted to close its two remaining nursery classes which are attached to primary schools, but to spare the class at Darrick Wood primary which includes deaf children. Parents have campaigned since May against the proposal, which, if ratified by the full council, will still have to be approved by Sir Keith Joseph, the Education Secretary.

Overtime sport

Birmingham City Council is to open up schools and sports fields out of school hours. The recreation and community services department has taken over responsibility for youth and leisure facilities in an attempt to get a better use of facilities.

Education Secretary accused of trying to dismantle authority by stealth Sir Keith 'broke ILEA promises'

by Biddy Passmore

Outraged leaders of the Inner London Education Authority this week accused Sir Keith Joseph, the Education Secretary, of trying to dismantle the authority by stealth.

Scrutiny of the Bill abolishing the Greater London Council and metropolitan counties has shown that ministers intend to take sweeping powers to keep tight control of the new, directly elected ILEA which will be set up in 1986.

The Bill requires "the Secretary of State" (presumably the Education Secretary) to review the new authority's performance by 1991. As a result he may then transfer its functions to some or all of the inner London boroughs by ministerial order.

It also gives the Education Secretary powers to control the staffing levels and management of the new authority for the first three years of its existence.

Mrs Frances Morrell, leader of the authority, said on Monday that these provisions were "scandalous" and broke two promises the Education Secretary had given to parents at a rally in May.

He had promised that "ILEA was never under threat of dismemberment, never," she said, and he had also given an assurance that, apart from rate-capping, the authority would be free to decide its priorities and allocate resources.

Mr William Stubbs, the authority's education officer said: "The accumulation of power to the Education Secretary in the manner described in this Bill is, I think, without precedent in the education service of this country."

He pointed out that the ILEA would be the only one of 23 new organizations to be set up under the Bill to be

directly elected, yet it would also be the only one that could be altered without reference to democratic procedure.

Mrs Morrell said the authority would now expand and lengthen its campaign to protect the service in inner London.

It has already declared war on the Government with its decision last week to approve a budget for next year £57m higher than the Government decreed spending limit of £900m. Now it will be lobbying for amendments to the abolition Bill, which should reach the House of Lords next summer.

The Bill provides for the establishment in autumn 1985 of a transitional body, to be known as the Inner London Interim Education Authority, and for the setting up in May 1986 of a directly elected authority. This will

consist of two members from each inner London Parliamentary constituency, to be replaced by single member constituencies by 1991.

The Bill does away with borough representatives and instead requires the authority to consult the boroughs on its spending proposals and "main policy objectives". They must obey guidance from the Education Secretary on what objectives are to be pursued. Mrs Charlotte Gibbons, a parent representative on the authority, said all she could see ahead were more years of disruption of children's education while the Titans battled about their heads.

● The ILEA's plans to spend £750,000 on its advertising campaign against rate-capping was unlawful, Westminster City Council claimed in the High Court on Tuesday.

Anti-racist maths lessons go on trial

by Geraldine Hackett

Maths lessons that use anti-racist material are being developed by the Inner London Education Authority.

Pioneer work by the ILEA's anti-racist strategy team over the last 16 months is aimed at setting problems in a context that would help to undermine racist views.

The new-style maths - at present being tried in two London comprehensive schools - teaches mathematical skills by using a range of problems. For example, the plotting of graphs is taught by working out the different levels of education spending among racial groups in South Africa.

Europe Singh, a maths teacher, and one of the four teachers who have been working on the project, said: "We have been working on the project for some time and we have been considering to be neutral and value-free."

"Even the basic teaching of subtraction often reflects the language of the ledger clerk, when the teaching of maths by complementing might be of greater use to children."

One set of problems that has been successful with a Cily and Gullis class involved the teaching of percentages by working out the number of cars brought under the race control laws. The final exercise involved working out what percentage of applications succeeded.

"At the end of the class were able to use the statistics they had worked out in an essay," said Mr Singh.

Other graph work includes plotting

changing exchange rates, comparing the Jamaican dollar with the English pound. "We are making maths more relevant to the lives of the pupils in schools," said Mr Singh. Maths teachers feel embattled. Cockcroft identified the problem that maths lessons are often about nothing at all. Our work is part of the process of making them more relevant."

Maths teachers had shown an interest in the project, he said. "There is no intention to impose such material on teachers. We are not pushing it down the throats of either the teachers or the pupils. We are interested in starting a thought process."

"For too long, maths (and the other sciences) have hidden behind the 'purity' of their endeavours. If schools are to tackle racism, then every element of the school curriculum and school practice must come under scrutiny."

Mr Singh emphasised that the range of problems being developed for teaching will cover the range of maths skills.

The team is also developing material for teaching history, home economics, science and art.

The four teachers have been seconded for two years to work on the project. An ILEA press officer stressed there is no question of schools being forced to use the material. It would be made available once the process of evaluation was complete.

L.e.a. overruled in special needs case

by Howard Sharron

The Education Secretary has acted decisively against a local education authority which chose to ignore an appeal committee's findings on two children with special education needs.

Using his powers under the first Education Act in this way for the first time, Sir Keith Joseph directly ordered Surrey I.e.a. to change its statement on two boys with serious language and comprehension disorders and send them to a specialist school, as their parents wished.

The ruling will undoubtedly be seen as a warning to other authorities not to take the decision of appeal committees too lightly, even though their findings are not legally binding.

The case concerned the twin boys of Major Ken Lawson. While living in Birmingham, Major Lawson was told that the boys' unusual disorders required treatment at the John Herdman School in Worthing, Sussex. When he received a new Army

posting to Surrey, Major Lawson said he was assured by Surrey I.e.a. that they would continue the treatment proposed by Surrey then said it had a "financial obligation" to provide for the boys within its boundary.

The twins were sent to a primary school with a special unit and were supposed to be given a specially trained teacher. The Lawsons complained that the teacher given to the boys knew nothing of their disability, boys knew nothing of their disability, and the parents' successful appeal against Surrey was set aside by the I.e.a.

The letter from the DES to Surrey county education officer, Mr Malcolm Finch, said the twins required placement at a school specializing in provision for children with speech and language disorders.

Mrs Geraldine Williams, assistant chief education officer for Surrey, said the authority was looking for a specialist school for the children.

Heads anger at Tories' survey on HMI reports

by David Lister

The National Association of Head-teachers this week condemned as "highly dangerous" the Conservative Party's survey on HMI reports.

As revealed in *The TES* Mr Les Lawrence, chairman of the party's national advisory committee on education, has written to Conservative chairmen or spokesmen on all 104 education authorities to seek their views about the content of HMI reports.

Some Conservative councillors are angry that HMI reports point to a lack of provision, while the authorities in some cases would face Government penalties if they spent more. Other councils merely find such reports embarrassingly, particularly in view of the shire county elections next year.

In a letter to Mr Lawrence this week, Mr David Hart, NART secretary, writes: "You are quoted in *The Times Educational Supplement* of October 5 as saying that 'people are questioning the criteria by which HMI make the statements they do'. It is significant however that you were not prepared to say how the survey would be used or whether it would lead to

pressure for any changes in the role or function of the Inspectorate.

"I would not care, at this stage, to speculate on the motives behind your survey, but it is quite clear that your survey has produced some comments from individual chairmen of education committees which can only be described as 'extreme'. I include in these comments attributed to Mr Sam from Bexley that HMI reports are a 'complete and utter waste of time'; and by Dr Muffitt, from Hereford and Worcester, who described HMI Inspectors as 'callow and inexperienced'."

"It is also abundantly clear that whatever you intentions may be, you have succeeded in provoking criticism of an independent body of civil servants whose integrity and whose reputation for high standards of objective comment are widely respected by many people involved in the education service."

"I am well aware that there are Chairmen of Education Committees who would dearly wish that HMI did not produce reports on individual local authorities and, of course, the latest report on Norfolk has, once again, come as an inconvenient reminder to those education chairmen, but HMI do have highly significant and vital things to say about the facts of expenditure policies as observed in the schools."

"My association believes that the course of action you have embarked upon is highly dangerous and that it threatens the independence of HMI which is of inestimable value. I urge you, therefore, to take considerable care before you take any other action which could cause further damage to the credibility of the Inspectorate. Certainly, this association which represents some 70 per cent of all Heads in this country would take all possible action to support the need for HMI to continue with the sort of work they are undertaking at the moment."

Music School of Douglas Academy

PUPIL ENTRY - AUGUST 1985

The Music School of Douglas Academy, set up by Strathclyde Regional Council to provide a specialised music course for gifted young musicians, as well as giving them the benefits of a full comprehensive education, will accept a limited number of pupils for entry to session 1985/86.

Applications are now invited from pupils about to enter or already in secondary schools who have shown that they are, or that they could become, outstanding musicians.

All applications will be carefully considered. Final selection will be made as a result of interviews and of auditions over a short period which the applicant will be expected to spend at one of the Region's residential schools.

Hostel accommodation in the students' hostel of St. Andrew's College of Education can be provided for pupils who reside outwith daily travelling distance of Douglas Academy.

Further information, forms of application and instructions on submitting the applications may be had from the Head Teacher, Douglas Academy, Mains Estate, Milngavie G62 7HL. The latest date for submitting applications will be Friday, 25 January, 1985.

Suffer little children

Pupils in schools with corporal punishment are the only sector of society lacking adequate legal protection against violence, argues Peter Newell



Lord Mottistone, member of the central executive council of the National Society for the Prevention of Cruelty to Children, is clearly celebrating the Society's centenary in his own special way — indulging in a spirited defence of child beating.

The Government's record on "upholding the rule of law" is equally wanting; how would it react to a trades union, for instance, which took two years and nine months to come up with a proposal to bring its practices in line with a court judgment?

In February 1982 the European Court of Human Rights found the UK to be in breach of the European Convention by not respecting parental objections to corporal punishment. The Government has always maintained that it will accept the court's judgments but, it appears, only in its own good time.

The delay has led to some outrageous flouting of the court judgment around the country. In Mid Glamorgan, the social services department and the education authority between them have brought about a situation in which two brothers have been forcibly removed from their family and placed in care simply because of their mother's (and the boys') determination not to be beaten at their local school. Interviewed by the Children's Legal Centre, the oldest boy said of the head: "I think it is very unfair that one man has been able to stop me and my brother from having education for 12 months, interfered with my life and split up our family — and that so many others have backed him".

This family has joined about 40 others whose cases involving school beating are under consideration by the European human rights machinery in Strasbourg — seeking a ruling that the practice is inhuman and degrading and so in breach of Article 3 of the Human Rights Convention.

In one case already the Government has come to a "friendly settlement" with a complainant girl and her mother, involving an *ex gratia* payment of £1,200 and the circulation of a letter from the Department of Education to all local education authorities saying that "corporal punishment may in certain circumstances amount to treatment contrary to Article 3".

One eminent QC believes that this decision, together with other European Court judgments, implies that abolition is the only course open to the Government.

So why is the Government contradicting so many of its fundamental expressed beliefs and policies in clinging at all costs to this defence of institutionalized child beating? The Bill which it is now committed to introduce during this Parliament will insist that parents of children in all state schools, and in state-supported places at other schools, must be asked whether or not their children can be beaten (think, incidentally, of the cost of that exercise in terms not just of paper but of teacher and administrator time). The utter lunacy of the scheme was first exposed by the Government itself. Defending the UK in the 1982 case of Campbell and Cosans in Strasbourg, the Scottish Lord Advocate, Lord MacKay, said:

"It would not be feasible to have a system in which children in the same class were differently treated in this respect according to the views of their parents, because it must be a fairly fundamental practice of any reasonable system of discipline in a school that it should be seen to be fair."

The European Court's British judge, Sir Vincent Evans, who dissented from the judgment, emphasized the same point — that such a plan would lead to "a sense of injustice with harmful consequences both for the upbringing of the individual and for harmonious relations within the group. It will also place the teacher in an impracticable position."

When the DES consulted on its proposals for a parental "opt-out" scheme last year, the Society of Education Officers wrote: "It would seem that the Government is now proposing a solution that would have all the disadvantages suggested by the dissenting judge".

The consultation met an astonishingly united barrage of criticism: "impractical", "unworkable", "lacking morality"; and so on. Most teachers had already adopted policies of support for abolition, but even those who until recently vociferously defended teachers' "professional" right to beat, have now acknowledged that abolition would be preferable to this plan.

And other professional organizations concerned with child welfare have re-stated their unanimous opposition to anything short of abolition. An inter-disciplinary policy and practice review group at the National Children's Bureau, in its first public pronouncement, has told the Government: "We share the view of the Society of Education Officers that the Government should now grasp the nettle and announce the abolition of corporal punishment forthwith. The successful abolition that has occurred in individual schools, in a growing number (now 23) of local education authority areas and in the vast majority of children's homes run by social services departments demonstrates that there is no reason for any delay whatsoever".

For those who doubt that corporal punishment is still in widespread use, the group quotes a recent survey by the Society of Teachers Opposed to Physical Punishment (STOPP) of the official policies of 2,119 secondary schools in England and Wales — 81 per cent of the secondary schools in non-abolitionist local authorities retain corporal punishment.

Professor A. H. Halsey, chairing the National Children's Bureau group, makes the fundamental point that "what is at stake is not just parents' rights, but the rights of all children to be treated humanely".

This is a children's rights issue: the Government must be persuaded in the Commons, the Lords and the county to drop its present ludicrous plan and, instead, take what Sir Keith Joseph has indicated is the only alternative path to that of abolition. Otherwise, it will be doing not just children but our whole society a grave disservice by continuing to give legislative and professional blessing to a particularly outrageous form of violence.

Peter Newell works at the Children's Legal Centre. Letters, page 11



Promenade pastiche

The Tenth Anniversary Schools Prom was held at the Royal Albert Hall in London on Monday, Tuesday, and Wednesday, sponsored by the Association of Music Industries, Commercial Union Assurance, The Rank Organisation and The TES. Thirty orchestras and bands took part, and those performers pictured here — in rehearsal — are from (clockwise from top left): Seely School Jazz Orchestra, Walsh Middle School Choir, Surrey Schools Sinfonietta, Twickenham Gamelan Orchestra, Norwich Students' Orchestra and Solihull Sixth Form College String Orchestra.



Biddy Passmore examines the proposed changes . . . and meets three families heavily affected by them

Teacher parents badly hit by grant reform

Teacher couples on relatively modest salaries are among the parents who will find themselves badly hit by the grant changes announced by Sir Keith Joseph, the Education Secretary, two weeks ago.

The DES estimates that parents of more than 180,000 students will have to dig deeper into their pockets to support their offspring and that the parents of some 55,000 will, in addition

to losing the £205 minimum grant, have to pay £520, for tuition.

Parents on a residual income (that is, before tax but after deductions for mortgage, life insurance and super-annuation payments) of only £16,000 to £18,000 might have to find an extra £240. That could well affect a teacher couple at the top of Scale 1.

At a residual income of more than £20,000 (equal to a net income of £22,000 — the joint income of a couple of Scale 3 or 4 teachers) the helpless parents will find themselves faced with an increase in their contribution bill of at least £727.

Only those with a residual income of less than £12,000 will escape unscathed.

The Government has announced one concession: a maximum contribution of £4,000 from any one household. But that will only help the very rich and has already been dubbed a "benefit for millionaires" by the National Union of Students.

"All my colleagues in the staffroom with young kids are taking out insurance — it's like public school."

That is how Mrs Jill Wallace, a teacher, of Market Drayton in Shropshire, describes the effect of Sir Keith Joseph's announcement on grants by Sir Keith Joseph, the Education Secretary. The changes will mean that Mrs Wallace and her husband Mr Peter Wallace, both scale 4 heads of department, face an increase in the amount they are expected to pay to support their student children from £1,200 this year to some £2,600 next.

She says that news of the increase, coming on top of years in which their salaries have fallen behind, has left them feeling "punch-drunk".

Michael Pipes, head of City of Portsmouth School for Boys, has got one daughter through higher education (she is now a probationary teacher), has one in her final year of hotel and catering course at Portsmouth Polytechnic, and is wondering what to do about the third.

He and his wife, who is head of the Brambles Nursery School in Southsea, earn £31,000 between them, which the taxman whittles down to £18,000. They now get only the minimum grant of £205 for their middle daughter, who lives at home free, and pay her a monthly covenant of £90.

Next year, there will be no minimum grant and parents at their income level will have to find £520 for tuition fees.

Mr Pipes reckons they could be faced with a bill of between £2,000 and £3,000 for the higher education of their youngest daughter, depending on where she studies.

"It is a topic of quite serious discussion in our household how we are going to manage", he says. One option

they are considering is actually to spend more in the short term and educate their youngest daughter abroad, perhaps in the United States, where she could get a college job to help out. That would leave her the option of a local authority grant if she wanted to take a course in this country later on, when she was deemed financially independent of her parents.

It would not be an ideal solution for a child in an academic discipline, he says, but it might suit his daughter.

Joint income £31,000
Income after tax £18,000
This year's contribution £1,700
Estimated contribution next year £2,000 — 3,500

who wants to study sports and leisure management.

He knows that he and his wife are relatively lucky to be able to consider such a move. "Those less well off are really in serious trouble," he says. But he is angry that the Government has, once again, been unable to avoid hitting the middle class.

For the Wallaces, it is too late to take out insurance. They are thinking of taking in a couple of lodgers instead and Mrs Wallace will, as she did last year, be teaching English to French children in the summer holidays to earn some extra cash.

That is how Mrs Jill Wallace, a teacher, of Market Drayton in Shropshire, describes the effect of Sir Keith Joseph's announcement on grants by Sir Keith Joseph, the Education Secretary. The changes will mean that Mrs Wallace and her husband Mr Peter Wallace, both scale 4 heads of department, face an increase in the amount they are expected to pay to support their student children from £1,200 this year to some £2,600 next.

She says that news of the increase, coming on top of years in which their salaries have fallen behind, has left them feeling "punch-drunk".

Another lucky coincidence is that both of their student offspring are studying in the relatively prosperous South, where part-time jobs can still be found if they get into real financial trouble.

"We shall pay it, of course," she says resignedly.

When Mrs Jill Adler, a primary teacher in north London, was advised during a radio phone-in programme to get a bank loan to cover the cost of higher education for her children she thought she would find out just how much it would cost.

In the light of recent Government announcements, £10,000 seemed a reasonable, round figure to cover one child's university career. So that was the sum she asked for.

They reply she got from her bank was that a £10,000 loan would mean repayments of £263 a month over five years. Mrs Adler didn't think much of that.

"That's more than half of what I take home as a scale 1 primary teacher teacher after 26 years of teaching," she says. Mrs Adler and her husband, a local government official, earn just over £20,000 jointly (only £15,000 after tax). Nearly £1,200 of that goes on rates to the London borough of Enfield and £1,600 on private school fees for their daughter, now 13.

Their son, who is studying engineering at Surrey University, gets only the minimum grant of £205. Next year, he will lose that and have to pay tuition fees of £520, even though he will be spending a year in industry. Odd jobs will hardly even pay his residence fees, Mrs Adler says.

How will they manage? "Scrimp and save, do without a holiday, let the house go to hell and very seriously consider taking our daughter out of her school."

She emphasizes that one result of the changes may well be that young people who have followed the Government's advice, taken industrially relevant courses and paid for them will want better rewards when they finish, not the petty £5,000 a graduate engineer can expect now.

The determination of Mrs Thatcher's Government to "stamp out violence" and "uphold the rule of law" suffers serious lapses when it comes to consider the violence meted out to children in schools and other institutions.

The courts are not, after all, short of laws and penalties to protect adults from violence. But because of a subsection in the 1933 Children and Young Persons Act (those who — having "lawful control or charge" of children — decide to indulge in ritual assault in schools, children's homes and so on can do so without the slightest fear of criminal sanction).

It is children, and only children, in our society who lack adequate legal protection from violence.

Violence, as Mrs Thatcher and her colleagues are only too ready to tell us in other contemporary contexts, breeds violence. And so, as the Association of Education Psychologists spelled out in a submission a few years ago: "There is evidence that children imitate the actions of their elders, and that methods of child rearing depending heavily on punishments of a physically aggressive kind produce children who themselves behave in a physically violent fashion. Children who are beaten tend in their turn, to beat and to bully".

The professional models of violent behaviour which children meet day by day in their schools have certainly helped to maintain an astonishing allegiance to violent methods of child rearing among British parents. Elizabeth and John Newson's research revealed a few years ago that 41 per cent of mothers smack their under-seven-year-old children once or more a week, and that three-quarters of all seven year-olds can expect to be struck or threatened with an implement.

So why, with her current distaste for violence and bullying, did the Prime Minister tell the House of Commons recently: "I can assure my hon Friend that we do not intend to abolish corporal punishment in schools"? Over in the Lords, during debate on the Queen's Speech which announced the Government's plan to introduce a Bill to allow parents to "opt their children out" of school beating, Lord Mottistone described a beating he received during school days at the Royal Naval College, and then trotted out another of those tired and perverted old clichés: "It was over quickly and it did me no lasting harm, at least I do not think it did". He also suggested that corporal punishment "is the ideal deterrent against certain types of offence".



Peter Dawson (above) sets out the case he would have made to the Burnham Salary Structure Working Party, had he been allowed to speak for PAT

Why not link performance and pay?

along has been the fact that the most powerful groups on the two sides of Burnham have vastly different objectives. The employers want to secure as much definition of duties as possible in

order to know what may be insisted upon. They say, with what some would regard as simple logic, that teachers cannot expect a new salary deal unless they are prepared to agree what constitutes the job for which they are paid.

But some teachers' representatives are out to keep contractual definition to an absolute minimum so that they may still use voluntariness as a weapon in disputes.

The latest proposals itemize 17 duties and responsibilities touching upon three main areas of activity: classroom practice; liaison with colleagues; sharing responsibility for the running of the school. While PAT would want to press for clear limitations, it accepts the principle that teachers' duties in these areas should be contractually laid down so that there can be no more argument about what may or may not be expected. It feels that would be to the advantage of all competent and conscientious teachers.

But the association insists that a professional's right to go beyond any stipulated hours or duties should be preserved. There should be no staffroom shop steward tapping a teacher on the shoulder to say it's packing-up time.

Lunch Duties
PAT stands ready to accept the new proposal that teachers should supervise in places other than the dining hall for half an hour or two days a week during the pupils' lunch hour. But it would expect a reciprocal guarantee releasing every teacher from all responsibilities for one complete hour each day.

Assessment
PAT supports the management proposals for annual assessment of teachers, and for withholding increments from those who fail to reach a satisfactory level of performance. It does not, however, insist that there should be any fundamental

objection to linking pay to performance.

What has the competent and conscientious teacher to fear from such an arrangement? If an atmosphere of awe is to be restored, the profession must cease to shelter the awful. Teachers devote their professional lives to encouraging potential where it exists and discouraging unrealistic ambitions. That which teachers give they should also be prepared to receive.

It is not assessment that teachers are worried about; it is assessors. The question who is to carry out annual assessment of teachers is what burns people up. The latest management proposals fail to resolve that problem by about the length of the Great Wall of China. If ever there was a time we needed a General Teaching Council, this is it.

Accelerated incremental progression
The association supports accelerated incremental progression for outstanding teachers; it feels it should be possible for outstanding teachers to move up the incremental scale faster than the rest.

Although it received some support at the salary structure discussions in Manchester a year ago, it has since disappeared from the menu because the NUT has no taste for it. The employers have now come up with the idea of fellowships instead.

PAT opposes the fellowship scheme for two reasons. First, the best teachers are not the ones to send on sabbaticals if the interests of children are to be served. Second, accelerated incremental progression is the logical corollary of delayed incremental progression for poor teachers.

Salaries
The salaries on offer as part of the new package would give a classroom teacher £11,800 a year after 13 years in the profession, given steady progress up the incremental scale. It is not enough, for two reasons. First, it is not enough if a teacher is to be subject to annual

assessment every year, with the risk of no incremental progression if skills and talents begin to fade after taking the fourth year bottom maths set every Friday afternoon for a decade, and rewards for surviving such an ordeal course will have to be of a very high order.

What is more, the ghost of Houghton still stalks the educational battlements. Teachers will never forget the great utterance: "Houghton is dead", said the employers' leader on Burnham last year. Maybe so, but his restless spirit is still abroad. Only a very significant restoration of salaries under the new structure proposals will finally release him from his wanderings.

They said that PAT would not get a sniff of the papers setting out the new salary structure proposals, and that was duly reported in the *The Times Educational Supplement*. It caused some amusement when we were invited to meet first of all at the salary structure meeting on November 10. For a moment, we wondered whether there would be enough for the NUT. We were quite ready to go back to the High Court and demand justice for them.

But there was an even better moment of tragedy when the teachers' panel withdrew. Rather than discuss the documents which had been presented, we argued the toss for half an hour about a date for the next meeting. After a while, the chairman became visibly anxious. "If we wait any longer," he said, "they'll think we are seriously discussing their papers".

Seriously discussing the management proposals, carefully considered, extremely helpful proposals that we wish and intention. It is to be hoped others share it.

Peter Dawson is the general secretary of the Association of Teachers.

PARENTAL CONTRIBUTION SCALE (all figures in pounds)		
Residual income	1984-85 Contribution	1985-86 Contribution
7,600	20	-
7,800	48	-
8,000	77	-
8,100	106	24
8,200	134	52
8,400	162	81
8,600	191	110
8,800	220	140
9,000	250	170
9,200	280	200
9,400	310	230
9,600	340	260
9,800	370	291
10,000	400	320
10,200	430	350
10,400	460	380
10,600	490	410
10,800	520	440
11,000	550	470
11,200	580	500
11,400	610	530
11,600	640	560
11,800	670	590
12,000	700	620
12,200	730	650
12,400	760	680
12,600	790	710
12,800	820	740
13,000	850	770
13,200	880	800
13,400	910	830
13,600	940	860
13,800	970	890
14,000	1,000	920
14,200	1,030	950
14,400	1,060	980
14,600	1,090	1,010
14,800	1,120	1,040
15,000	1,150	1,070
15,200	1,180	1,100
15,400	1,210	1,130
15,600	1,240	1,160
15,800	1,270	1,190
16,000	1,300	1,220
16,200	1,330	1,250
16,400	1,360	1,280
16,600	1,390	1,310
16,800	1,420	1,340
17,000	1,450	1,370
17,200	1,480	1,400
17,400	1,510	1,430
17,600	1,540	1,460
17,800	1,570	1,490
18,000	1,600	1,520
18,200	1,630	1,550
18,400	1,660	1,580
18,600	1,690	1,610
18,800	1,720	1,640
19,000	1,750	1,670
19,200	1,780	1,700
19,400	1,810	1,730
19,600	1,840	1,760
19,800	1,870	1,790
20,000	1,900	1,820

*Note continues at £1 for every complete £6 of additional income.

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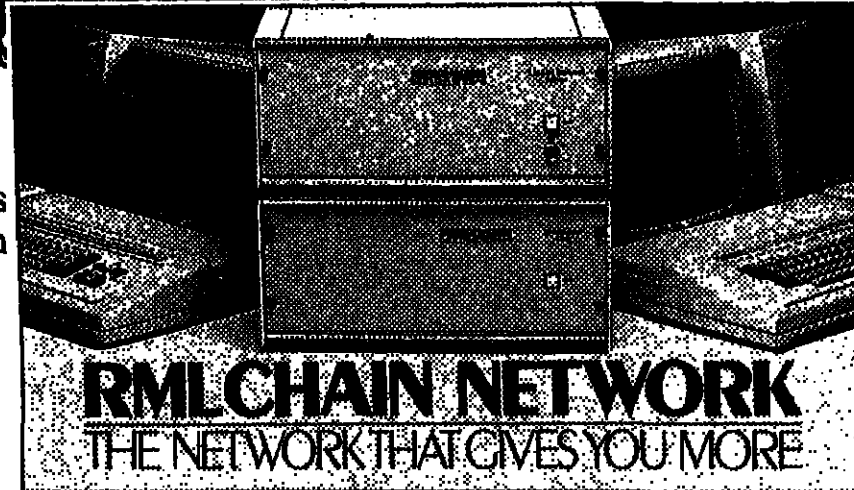
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NEWS

Armed Forces teachers face big salary cut

From Richard Garner in Gutersloh, West Germany

Teachers working in Armed Services schools overseas are about to suffer a substantial pay cut. A review of the allowances paid to the 1,432 teachers working abroad has outlined cuts of up to £1,760 a year. The new foreign services allowance figures - which are scheduled to come into force on January 1 - will mean single teachers in Army schools in West Germany, other than Berlin, will have their allowance cut from £965 to £235 a year if they live in mess accommodation or from £830 to £130 a year if they live outside. The largest number of teachers fall into this category.

Married teachers face a cut in their mess allowance from £2,145 to £1,310 and in the living out from £2,195 to £1,375 a year.

The teachers are employed by the Ministry of Defence which says the cuts are being made because it is now cheaper to live in West Germany than in the United Kingdom.

Teachers in Hong Kong face a cut in their allowances from £660 or £2,260 a year if they are single, to £305 or £1,935 a year respectively. The small number of teachers in Holland face the largest cut. Married unaccompanied teachers there could receive up to



Teachers in Army schools in West Germany will be hit by the cuts

£1,760 a year less if they live outside the Army mess accommodation.

However, teachers in Cyprus will have their allowances increased from £995 and £1,370 a year to £1,115 and £1,640 respectively if they are single. Similar increases are planned for married teachers.

The teachers' union representatives in West Germany have opposed the cuts and it is known that at least two teachers who accepted jobs in armed services schools before the new figures were announced have now changed their minds. It is not known, however,

whether the cuts were responsible for their decision.

Mr Frank Smith, a local president of the National Association of Schoolmasters - Union of Women Teachers, said in a letter to his members that they should write to their MPs in a bid to get the cuts reversed.

Mr John Tate, secretary of the National Association of Head Teachers in West Germany, spoke of the "savagery" in which the cuts had been made without consultation, adding that it would be a blow to recruitment and morale.

Discipline row: publish report, say parents

by Graham Smith

The row over discipline at Alverton primary school, Penzance, continued this week with some parents calling for the publication in full of a report on their complaints that pupils had been treated in a humiliating fashion.

A summary of a Cornwall County Council report, published last week, showed that school inspectors had upheld parents' allegations that an eight-year-old girl had been tied to a chair with knitting wool and that another child was twice gagged with sticky tape.

Mr Norman Barr, Cornwall's chief education officer, promised to monitor the school's disciplinary practices and make a further report next year. But parents say that is not good enough. They are threatening to call in the local government ombudsman, and if necessary appeal to the European Court of Human Rights, to have the council's report published in full.

The parents, who declined to be named, described last week's summary of the report as "a wishy-washy whitewash". They say it made no mention of their complaints that a boy was told to wear only his underpants to take part in a mixed gym class or that a girl was told to use scent to mask her own smell.

One mother said: "We still haven't

heard anything officially from the council. All we know about what the council is doing is what we read in the papers. We are not prepared to let the matter rest here. The trouble is the councillors and the governors are all sticking up for the good name of the school."

But the school's headteacher, Miss Mary Stevens, said it was unfortunate that some parents were not prepared to let the matter drop. "Last week's statement was very thorough," she said. "It was accepted by the staff and the governors and every parent has had a letter telling them about it. Most of the parents are satisfied."

She said the incident in which a girl was tied up with knitting wool was intended to have been humorous. "The parents of that girl waited six months before they complained," she said. "At no time has any parent ever come to see me. They have gone straight to the governors or the press."

She said it was "normal practice" for disciplinary matters considered by governors to remain confidential. "I can see no reason why the council's report should be given more publicity than it has received already," she said.

The chairman of the school's governors, council councillor Lawrie Sparrow, declined to comment.

Dismay at UNESCO withdrawal

The Government's decision to give a year's notice of withdrawal from UNESCO was attacked from all sides in the Commons last week and has caused dismay at the organization's headquarters in Paris.

Sir Geoffrey Howe, the Foreign Secretary, said during his statement on the overseas aid budget that Britain would withdraw at the end of 1985 unless ministers were satisfied that adequate reforms had been made. The final decision would depend on the outcome of UNESCO's general conference next autumn.

The Government's announcement reflects ministers' increasing impatience with the slow pace of reform in UNESCO, which they consider too bureaucratic and politicized.

The decision to give a year's notice will not affect Britain's £5m contribution to UNESCO (the United Nations Educational, Scientific and Cultural Organization) next year, Sir Geoffrey explained, but it leaves the Government the option of spending the money elsewhere in 1986.

In Paris there were fears that Britain's move, after the US Government's decision to withdraw from next month, might lead to a damaging chain reaction.

Political understanding

by Peter Hennessy

The Politics Association expressed confidence at the weekend that it had reached a concordat with Sir Keith Joseph, the Education Secretary, on the teaching of politics in schools.

The association, the professional body which represents teachers of politics at O and A level, believed it would stifle attacks from backbench MPs and assuage the suspicions of sceptical headteachers.

In a statement issued after a meeting of its executive committee in Birkbeck College, London, the association gave a "wholehearted welcome" to the speech on political education delivered by Mr Robert Dunn, education junior minister.

"Political education in British schools should never be indoctrination," the statement said. The association was "deeply pleased" that Mr Dunn's speech had disposed of the

"persistent and harmful myth" that the subject was being taught in a biased fashion.

The degree of political literacy among young people was appalling. Too often, politics was given a low priority in schools or excluded from the curriculum altogether.

"In representing their subject to their heads, politics teachers can now cite official DES support. Political education should no longer be regarded as an 'unsafe' subject by head teachers and boards of governors", the statement continued.

After the meeting, Dr Bill Jones, chairman of the Politics Association, said that Mr Dunn's speech had been very significant. Until then it had seemed that Whitehall had failed to recognize fully the validity of politics as a separate subject in schools.

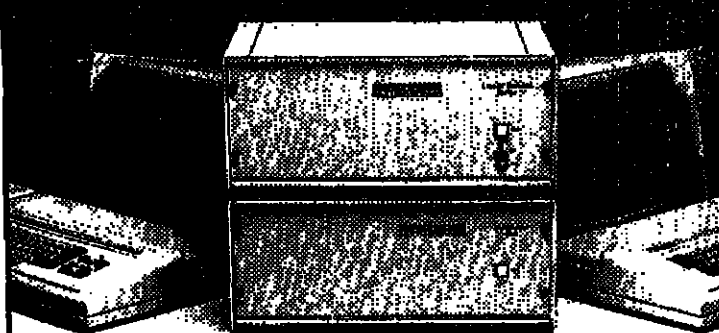
The association hoped that now the DES had recognized politics as a valid



Rob Dunn... no indoctrination

ingredient in the curriculum, the Department of Employment would accept it as an important element in pre-vocational and vocational courses for the 16-19 age group, particularly in the college-based parts of the Youth Training Scheme.

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مكتبة الأصل

Playtime is bleak and unhappy for many children – especially in winter. Julia Hagedorn reports

Boredom, bruises and brrr... that's break

The majority of primary school children are not particularly keen to go out at break time and do not feel very happy once they are out there.

This is not surprising since, in the main, their playgrounds are noisy, violent, congested, cold and boring places where there is little to do except pick fights in the boys' case, or chat, in the girls'.

Or so it emerges from the letters sent to *In the News*, the BBC school radio programme for the 9 to 12-year-olds. A survey sent out to schools asking about playtime habits was answered by 1,162 schools with approximately 30,000 children taking part in the questionnaire. The letters written by many children to accompany the survey paint a vivid picture of what playtime must be like for children up and down the country.

Only just over a third of the children admitted to being happy at playtime; a fifth felt bored. Lynn, from Brackenhoe School in Middlesbrough, explains why: "I don't do anything at playtime except stand around the playground talking to my friends. It is usually cold and there is nowhere to go. There is no seat and not very much shelter in the playground and you are not allowed inside till after break".

Matthew Grant, from Sciennes School, in Edinburgh, says wistfully: "Even a little thing like a few ropes to climb would make the playground more exciting". From the same school Cass Macfarlane says: "The only thing that I can remember that was remotely exciting was a tree being cut down". Cold is a real problem. Alison May, again from Middlesbrough, says: "When winter comes and it is really cold and when you can't stay in, it is like hours when you are out". A classmate adds: "We do not mind sitting on the steps to talk to our friends when it is warm, but when it is cold we would like a classroom to sit in please".

One cannot help but sympathize with Matthew Pearce, from Isambard Brunel Middle School, in Portsmouth, who writes: "In the winter we have to stay out in the cold and wet. It's all right for the teachers – they have a nice warm staffroom to sit in and have a cup of tea or coffee".

Not surprisingly, since there is nothing else to do, one boy in ten said he got into a fight at playtime. Two anonymous writers from Brackenhoe School explain why: "At break there are a lot of fights. It is a good laugh when there are fights. But otherwise it is very boring. There is lots of fighting,

much more than the teachers see and stop, and that's what causes the fights between Asian and English. They should have something to keep us organized so that people would get less bored and not start a fight."

And Beverley Neave, from the same school, adds a complaint about congestion: "The first few weeks of term there was a fight nearly every break time. You nearly get knocked down every time someone runs".

Lesley Cook, from Pitcoudie School in Fife, agrees: "Playtime is normally noisy and crowded you always bash into someone."

And some games, it seems, are specifically about fighting. Roslyn Hallen, also from Fife, writes: "The person who starts an argument and the child whose game it is starts a fight the children crowd round increasing every minute like a swarm of vultures". And it's not over, even after the whistle has gone: "In the line everyone pushes and shouts some people kick and fight some people are nice and some are horrid but that's what the world is".

Although only one child in twenty admitted to being bullied or teased, the letters gave many examples of aggressive behaviour. One teacher wrote in with her children's letters to say: "I feel there are cases of loneliness, rejection and bullying which children will not admit – perhaps even to themselves. Perhaps the letters they are writing will give a few clues".

They do. Matthew Roberts, of Horsfield Church of England School, Bristol, writes: "Generally playtime is not such a happy occasion people make it out to be. Usually the weaker people get beaten up by the stronger people". And Rachel Evans of St Joseph's Junior School, Luton, says: "Loneliness can also be a problem. Out of spite people shut others out of their games. Some people who are not as clever as others get teased non-stop. I feel sorry for them".

Rachel Harker, of Tarleton County Primary School is even more explicit: "What teachers don't know is that a lot of bullying goes on. Being an infant prefect lets me see what really happens between infant and junior children. Infants come running in crying when you ask them what's wrong, 'a big boy just hit me', they say."

Other comments on the subject include: "I am tripped up on purpose. I am teased and called fatty, fat or Mr Podgy"; "Most of the infants are scared to go and play in the middle of the playground"; "Most of the older



children, I'm afraid, have decided to do the younger ones what happened to us when we were younger. The main things are hitting, getting others' footballs and just teasing and threatening".

Lynn Ramsey, from Fife writes graphically about what goes on at her school: "You see lots of horrible things like people stealing leave-pieces. They sneak into trays, bags or pockets. I have been in this situation myself and I know what it's like. When I was in primary 6 I went round to see my sister and I saw little ones (just newcomers) being bullied by bigger ones. I think it's terrible what goes on at playtime. People just don't realize how bad it is".

At least one boy, nevertheless, feels guilty about the bullying he does. Fergus Kennedy, from Cranford Primary School, Edinburgh, confesses: "I have been a bit of a bully recently in the playground and I am really trying to stop it. I have talked about it with my parents and teachers and they are going to help me stop it. . . . And I must admit I do not like going about bashing wet children up. I get in a lot of trouble because of it. I just get in a bad mood and get really angry and want to bash them up and I just can't control myself and I go on and hit or kick them".

Schools do not seem to have given much thought to organizing playtime in

a way that would minimize trouble. Buckingham Middle School is an exception. Amanda Atkins writes: "I think that our new playtime arrangement is good. We have two playgrounds and the big one is for football. A small part is divided off for skipping. The little playground is for netball practice and quiet games. At morning and afternoon play we are allowed to go to the main hall to read or draw quietly".

And Stanton County Middle School, in Milton Keynes, has "a cage playground (surrounded by wire netting) so if you want to play football you can".

Nearly a third of all the boys in the survey put down football as their main playtime activity. Which, of course, leaves nearly half the girls with no room to do anything but chat, and leads to constant pleas for segregated playgrounds.

Lindsey Dear, from Baygarth School, Barton on Humber, writes: "I think break time could be improved by having separate play areas for boys and girls. The reason for this is because the boys bully the girls (or the other way round) and spoil whatever they are doing".

And Sarah writes from South Crosland Church of England School in Huddersfield: "There should be two separate playgrounds, one for boys

and one for girls, because the boys play football and they take up a lot of space so we only get a little bit".

James Brewster, from Hitchin, puts it more succinctly: "I would feel better off if we could have a brick wall in the middle of the playground so there will be boys on one side, girls on the other".

Muktar Uppal, from the same school, St Andrews, wishes "the girls would go home and come back after playtime".

There are girls, however, who feel that it is very unfair that they can't play football, too. Valerie Sutherland, from Nairn, writes: "At playtime we argue with the boys because we want to play football but they say we are too rubbish to play. No wonder we cannot play it, because we don't have a chance to have a game".

But some do. Ruth Rowan and her friend, Anna Leadbetter, from South Darley Church of England School in Matlock not only play, they have their own rules. "I think if we were chosen to play for England there would be a lot of laws but our way is fun", writes Ruth. "If someone on the opposite side goes for the ball me and Anna grab hold of their jumper and swing them round into someone's face. It's a right old toss. Usually we win the match but sometimes we have to end it because one of the boys starts crying. Some of the boys are really scared of Anna and I. I know our playtime sounds pretty violent for a girl but it's great fun".

Anna adds: "We never really hurt anybody badly. Just make them a bit black and blue".

All this fighting is hungry work. One boy in 40 admitted to stealing food and one in every eight scrounged some food by begging. Judging by the letters, this was mainly crisps. Nigel Westminster writes from Shawfield Community School in Rochdale: "Some people normally buy at least two packets of crisps a day. It's all right because you don't have to buy any because you only have to go round pinching everybody's crisps".

Despite the complaints, many children would still like to have a larger playtime. And despite the congestion, a huge variety of games somehow get played. They include: conkers, claps, chase, tinkly stickers, bread-dancing, telling jokes, mugging, people we don't like, sex, car crashes, British bulldog, ghosts, dreaming, were-wolves, hairy men, how to be a pest, tractors, nuclear war, farming, roller skating, tossing coins, kiss cuddle and torture, mouth popping, BMX games without bikes, waggles, rap squaring and so on. Inevitably, a new game called "pickets and police" is catching on in a number of playgrounds.

One school at least may see some improvement to playtime as a result of its letters. A class teacher, Christine Hapburn, from Richard Wakefield Church of England Primary School, Burton-on-Trent, writes: "In some instances the ideas are quite feasible. In fact, our headmaster has already decided that benches for sitting outside is a worthy suggestion and will be asking our PTA if they could finance it".

More PE urged for initial training

by Bert Lodge

A national campaign to improve the status of physical education – the "Clarendon" subject – in the training of primary teachers was called for at a conference among leading members of the professional PE world last week.

Mr Jake Downey, former lecturer at Hertfordshire College of Education and a senior national badminton coach, said provision in initial training was so unequal and inadequate that it led to poor and insecure teachers in the schools. Heads and chief education officers were not interested.

A letter from the Cambridge committee, a group of physical educationists concerned about the problem, urging CEOs not to appoint newly qualified teachers not trained in PE, brought only three replies, he said. He called for a basic course for trainee teachers and a basic programme for primary pupils.

The conference, arranged by the Physical Education Association at Bedford College, London, heard that provision in the training institutions

varied widely. Miss Anne Williams, of Birmingham University department of education, said a recent survey showed only one PE lecturer for 90 students in one college, while in another six lecturers shared responsibility for only 25 students.

Mr Mick Mawer, of Hull University department of education, said a PEA student group found more than one third of BED courses giving less than 30 hours to the subject although at a recent Department of Education and Science course in planning teacher training in PE, a minimum of 60 hours was suggested for non-specialists.

Mr Alan Gibson, acting senior inspector of PE for the Inner London Education Authority, said that the growing area for training primary teachers was on the Postgraduate Certificate of Education course. "Yet we have no figures for this area of expansion. But I can tell you that at the London Institute of Education only one in six hours of the primary PGCE course are given to physical education."

Few staff now have a musical training. Adriana Caudrey reports on the problems this poses.

When school 'music' can mean no more than hymn practice

One in five education authorities does not provide regular classroom music lessons throughout its primary schools. And even in areas where all primary children learn music, the quality and quantity of teaching vary enormously.

Inquiries made by *TES* staff following this newspaper's music survey, published last week, have revealed that primary school music frequently consists of no more than hymn practice after assembly, or tuning into school music broadcasts.

The root of the problem is that there are not enough teachers with musical training. This is being exacerbated by financial cuts which often result in redundancies among music specialists, who are not replaced.

The *TES* survey showed that 73 per cent – out of 91 which answered the questionnaire – provide music lessons for all their primary pupils. The rest either do not provide it regularly or at all.

Most of the authorities – 51 of them – are able to provide some specialist music teaching, but usually describe this as "limited", or say they are "short of specialists". At the extremes, only seven per cent report being fully staffed with specialists, and only five have no specialists.

Now music advisers and educationists have called for music to become a compulsory component in all teacher training courses. They also want it to be included in regular in-service training, and say this is the only way to ensure that there are teachers capable, and confident enough, to teach the subject.

Dr Anthony Kemp, director of the Music Education Centre at Reading University, told *TES* that as "cutts bite deeper", it is becoming increasingly important for music specialists in schools to share their skills with other form teachers, to enable them to teach the subject.

Dr Kemp said: "It's a great shame that although primary teachers believe that music is a part of the curriculum for all children, music does not feature heavily in the training of all primary teachers."

Elizabeth Poulson, education secretary of the Incorporated Society of Musicians – which represents 3,000 music teachers – said: "The redeployment of teachers who were music specialists, and the retirement of an older generation of teacher who did have music included in his or her primary training, has left us with young teachers whose training hasn't equipped them to feel able to cope with teaching music in the classroom."

She added: "Music in the primary schools is much at the mercy of teacher training, staffing, and attitudes. If you get a head who is pro-music, you'll find he'll look for staff who have music to offer, and will give them the equipment they need."

Meanwhile, one I.E.A. music adviser, John Huggill, of Richmond, said: "Wherever possible music is taught in primary schools. This varies, depending on whether there are specialists."

Mr Allen Wade, former director of coaching at the Football Association and now national coach to Ireland, gave a warning that unless physical educationists sold the subject to the public it would gradually become no more than sports studies or sports practice.

"We need educationists to be up to their bi-focals in politics. Everything done by a teacher will become a major political issue – because everything done in education is labour-intensive to a staggering degree."

He was convinced that PE was being pushed down the list of subjects to be cut in the future.

among the staff. If there are no specialists, the staff soldier on as best they can."

Alfred Dearnley, deputy director of education at Coventry, said the extent to which music is taught as a class subject in the city is "variable". "Sometimes you have a music specialist on the staff, sometimes you have a visiting music specialist, and sometimes there isn't anyone there who can provide music at all." But he emphasized that there was a "thriving music scene" in many schools.

The *TES* research has also been

backed up by an independent two-year survey on primary school music, carried out by d'Keen Struthers, an education researcher, working for a teacher training college.

Her study was based on reports from student teachers, carrying out their observations in 45 schools, mainly in South-east England. Only 12 per cent of teachers in the schools surveyed had formal music qualifications, 13 per cent had been on in-service music courses, and only 5 per cent had taken music as a "main study" at college.

Some 97 per cent of teachers in-

involved in music in these schools taught singing, 55 per cent could play "by ear" with confidence, and 40 per cent worked from a written music curriculum. Of 73 per cent who used radio and television broadcasts, 6 per cent did not then provide follow-up teaching. Seventy-five per cent of children listened to tapes and records in the classroom, while only 13 per cent took part in instrumental performances during lessons.

Most of the students' written comments on music provision were gathered over the last three months

and nearly all of them are bleak. The following are typical: "Music has a low priority. The school has various musical instruments which do not get used very much . . . There is no specialist musician and so there is little co-ordination between classes."

"Singing appeared to be the only purely musical activity in progress. The specialist music teacher only comes to school once a week so everything is crammed into this one day, ie orchestra, choir, recorder groups."

ITT BRIDGES THE MONITOR GAP

The accusation has often been levelled at manufacturers that with so much attention paid to the computer, its peripherals are often left behind in the struggle for performance and affordability. Until recently this has been particularly true in schools.

With the great majority of schools in Britain now having at least one micro-computer in the classroom, teachers are quite rightly beginning to ask more of the various add-ons which the educational computing revolution has brought with it.

Doing justice to graphics.

Take the monitor for example. It's all very well buying a micro which offers outstanding high resolution graphics, but it's not much use to anyone unless the screen which reproduces them does them justice. Children, after all, are usually much more interested in what they see on the screen than in what is going on inside the computer itself.

One thing is certain. The faithful old television is rapidly proving itself inadequate for most educationalists' needs.

The problem is that dedicated monitors do not come cheap and schools still need off-air facilities – particularly for the plethora of schools broadcasts to which we are treated these days. The ideal, of course, is a monitor which meets both requirements, but unfortunately these are still comparatively few in number.

Monitor and TV in one.

One of the few companies which has tackled this dilemma head-on, however, is

ITT, which recently introduced a complete range of receiver-monitors in a variety of screen sizes which are designed primarily for use with most types of micro-computer found in schools, but are also perfectly suited to almost every other kind of audio visual presentation.

In short, buy an ITT receiver-monitor and you buy not only a good colour monitor, but also a TV set and good quality screen for replaying video tapes or discs.

With shop prices as low as £215 (+VAT) for a 14-inch tube receiver-monitor, ITT certainly seems to have cracked this particular problem. And if the evidence of ITT's widespread success in supplying to schools is anything to go by, most teachers would appear to support the company's initiative.

A RANGE TO MEET EVERY NEED.

ITT's receiver-monitor range comprises five models:

RL 2301/1 (up to £280). A 14" tube colour portable receiver-monitor with eight channel tuner (channel 8 VCR-ready), Automatic Frequency Controls and RGB inputs for easy connection to the latest colour graphics computers and video sources. The RL 2301/1 comes with a flush control panel and unobtrusive carrying handle.

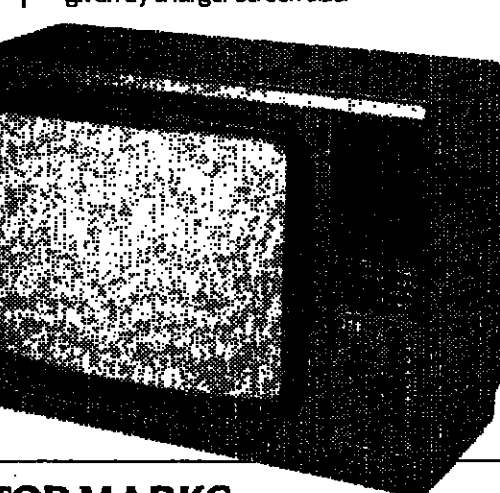
RL 2310/M (up to £310). A more versatile version of the RL 2301/1, with the same features plus: audio and composite video input/output, for direct connection to video recorders and

disc players – giving outstanding quality on playback; the facility to add up to 15 screens from a single composite source; and a headphone socket for easy listening.

RGB at TTL and 1 volt levels makes it particularly suitable for use on school computers including the RML 380Z.

RL 2315 (up to £299). Similar to the RL 2301/1, but also with composite video input for computers giving that output as well as RGB. The ITT receiver-monitor's analogue video and RGB inputs will match perfectly newer computers giving more than 8 display colours.

CT 2700/M & CT 2600/R (around £350). Full-size 26" and 22" tube sets, with all the features of the RL 2310/M, plus a 16-channel tuner and the higher resolution given by a larger screen size.



EDUCATION TEST BUREAU GIVES ITT MONITORS TOP MARKS.

As a means of checking its receiver-monitor range in terms of its suitability for school use, ITT recently submitted its two most popular 14-inch tube models (the RL 2301/1 and RL 2310/M) to the Training & Educational Systems Testing Bureau for an independent assessment. Both receiver-monitors acquitted themselves well under the Bureau's stringent tests.

Attractive to many users.

The RL 2301/1 for example, was found to work well not only as a TV receiver, but also as a monitor when used with a variety of micros. In the words of the Bureau: "The RGB input will accept outputs from micros like the BBC RML 480Z, Oric 1, Electron etc, without

the need for encoding and modulation on a UHF signal, giving a clearer display with less chance of colour distortion or patterning". Its performance is praised and "the versatility of the unit with the ability to act as an RGB monitor and TV receiver will make the model attractive to many users."

Multi-purpose unit.

Of the RL 2310/M, the Bureau's technical report points out that, "It can be used with a number of microcomputers, as a monitor with video equipment, and it allows signals received 'off air' to be available for recording and distribution." The report concludes that the RL 2310/M can be offered for consideration "For those who cannot afford

to purchase individual display devices for different purposes, or who require a multi-purpose unit."

Bearing in mind that there is no shortage of companies anxious to muscle in on the education market, teachers would be well advised to think carefully about how well their envisaged purchase performs under objective scrutiny. It is comforting to know that ITT has made an effort to bare its chest in this way, and it must surely be given credit for that by anyone purchasing monitors for their school.

For further information ring 0268 3040, ext 343.

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Tel: 01-886 9796

DES issues video for recruiting teachers

by Sarah Bayliss

The Department of Education has produced a video called *A Class of Your Own* to encourage more applicants into teacher training for primary schooling.

Mr Bob Dunn, a junior minister at the Department of Education, who launched the film and recruitment drive last week, said he wanted to increase competition for the available places and ensure that a new baby boom did not create a crisis in the classroom. At least, 2,000 extra teachers will be needed in primary schools in the late 1980s to cope with a bulge in the birth rate.

The film, which cost £35,000 to make and is accompanied by a booklet called "My Teacher", is available to careers teachers and advisers in schools and colleges, for sale or on free loan.

The Audit Commission says the further education service could give better value for money. Below, we print extracts from the Commission's report and reactions from unions and staff.

Unions hit back over criticism of staffing and hours

College lecturers' leaders have reacted angrily to the Audit Commission's criticisms of the further education service.

Mr Peter Dawson, general secretary of the 76,000 members National Association of Teachers in Further and Higher Education, dismissed the claim that an extra 75,000 students could be taken on given present staffing as "ridiculous".

The Commission showed a complete lack of understanding of the basis of lecturers' conditions of service agreements, he said. "Lecturers do not only stand in front of class they do a vast amount of other duties. The national agreements on teachers' hours allow colleges to make arrangements which best suit the needs of their students."

Many colleges already open 48 weeks a year and for 12 hours a day, he added. Agreements had been reached in many areas to help colleges meet the requirements of the Manpower Services Commission and industry.

"It is rich for a body like the Audit Commission to make these comments about a profession whose pay has been depressed by over 30 per cent in real terms in nine years by Government policies," he added.

The Association of Polytechnic Teachers was equally scathing. Dr Tony Pountain, its general secretary,

said the report was "quite irresponsible and the Commission should resign".

The report had been produced by people who knew nothing about further and higher education. Class contact hours were not the only measure of the workload of lecturers; productivity had increased by 28 per cent in polytechnics in the past four years.

Mr Vince Hall, chairman of the FE standing committee of NATFHE, and head of vocational preparation at Park Lane College, Leeds, said: "This document infuriates me. We're caught between the demands of the MSC and the DES for staff and curriculum development, which means giving teachers time to train and improve the syllabus, and the Commission, which tells us we are not spending enough time in class. It is time they got their facts together."

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, commented: "The old traditional pattern of FE is more easily criticized than remedied."

He thought the report naive in assuming that more class contact hours would mean better qualified students. "The idea that teaching is some kind of productivity - the notion that turning out 10 million tin golliwogs has done something splendid for the nation - doesn't translate itself into the context of education."

The conditions of work

National conditions of service agreed between the local government employers and the unions are contained in a document known as the grey book. They include:

- The working year: A recognition that course development might require an extended year which would mean alterations to details of the basic conditions - but no teacher should teach more than 36 weeks in a 38 week year.
- No teacher should work for more than 14 weeks continuously; and
- Every teacher should be entitled to not less than six weeks continuous holiday between the beginning of June and the end of September.

Teaching load: A teacher is not expected to "attend on more than 10 sessions per week" (a session is not usually more than 3 hours);

● Apart from extended year agreements, and those appointed to teach evenings and weekends, teachers are not required to be on duty for more than 30 hours a week; and

● The maximum class contact hours a week for each grade are determined in the following bands by each L.E.A. in negotiation with the unions.

Lecturer I	20-22 hours
Lecturer II	17-20 hours
Senior lecturer	15-18 hours
Principal lecturer	13-16 hours

Class contact hours: These consist of time spent in actual teaching, invigilating and supervising exams, timetable tutorial and supervision work in and out of college; and

● Remission of class contact hours can be negotiated between unions and L.E.A.s for professional duties such as approved research projects.

A survey published by the National Foundation for Educational Research in 1979 called *Making the grade: careers in further education* showed that college lecturers in further and higher education institutes and polytechnics worked between 37 and 43 hours a week. Class time ranged from 13 hours a week at polytechnics and 20 hours at colleges of technical education.

A long day's journey into night school...

A small group in the middle of the electronics lab scanned the *Sun* while waiting for teacher's attention.

Andy Sharp, bearded, 30-lah, L1 of four years' standing, sorted out their problems. "Look your wire's broken." To another: "Sorry, we haven't enough of these for you to take one home."

One student complained: "I can't concentrate; that geezer (pointing to an older student) keeps going on about stupid gadgets."

"Perhaps it's you who are easily distracted," Sharp suggested gently. Then they all settled down again, only cutting out for "Silly" or "Mr. Sharp" when they wanted help. However, he was kept on the move from 11.10 to 1.10 when the last of his nine students left and the room was locked up for the lunch break.

Tuesdays at this London college of

further education are busy days for Sharp (not his real name). He gets to college just in time for his 9 o'clock class on basic maths, some of whom are waiting for the door to be unlocked.

Sharp is in a latter-day *Wilt* land of the department of general education teaching mainly O level maths and science and electronics. His college expects Scale 1 lecturers to work the maximum 22 hours' class contact time, one hour's remission if they take on a tutor's role. He is near the top of his salary scale on about £9,500.

His first class, aged between 16 and 20, only one boy among them, sat in small clusters around octagonal tables like primary children. And they needed about the same amount of attention. By 10.45am they were itching to leave for the canteen.

After an apple, a cup of very instant



What the Commission said

Local authorities spend £1.5 billion net on polytechnics and colleges of further education, and employ some 160,000 lecturers and other staff. Auditors examined the performance of 150 further education colleges out of the total of 550. In this task, they have applied the concepts which emerged from the study carried out by the former Audit Inspectorate *Colleges of Further Education: Guide to the Measurement of Resource Efficiency*, published by HMSO in February 1983.

Attention focussed on four main areas where preliminary work suggested scope for improving value for money: academic staffing, cost recovery, control of non-teaching costs and marketing.

The results of these efforts have confirmed that there is substantial potential for improvement, in a number of areas. For example, almost all authorities are taking action in the following areas:

(a) *Academic Staffing*. There are numerous examples from around the country of failure to utilise fully the teaching hours available under local agreements on conditions of service. The agreements themselves are normally made within the terms of the recommendations of the Burnham FE Committee. But usually the locally agreed teacher contact hours fall short of the maximum recommended.

Another aspect of the Burnham system, tending to result in lower productivity, is that in certain cases virtually automatic promotion not only results in higher salary levels but also in an unnecessary loss of teaching hours. Moreover, some colleges still constrain their teaching year of 36 weeks in three terms, although this does not meet the requirements of industry and the MSC for a 44-46 week year; and it is not unusual for actual teaching weeks to be as low as 33 weeks a year. The value of the opportunity lost for students or potential students is hard to measure; but it might well be possible to teach 75,000 extra students

in the time now unutilised. Quite apart from these national problems, action is now under way in many individual colleges or polytechnics to deal with the following:

- Failure to achieve maximum class contact hours per week;
- The inclusion of ten breaks in contact hours;
- High levels of remission (that is, agreed time off for non-teaching duties) from these hours;
- Cases where lecturers have received overtime payments, or are on further part-time contracts at their own college without first meeting their agreed full-time contact hours;
- Imbalance of skills in the teaching force, which the changing form of student demand has brought about; and
- Lack of basic information and poor record keeping, particularly inadequate maintenance of registers and lecturers' timetables.

(b) *Cost Recovery*. Delays in billing tuition fees are being reduced. At one college, tuition fees for the academic

Summary of opportunities identified in further education

Potential improvements £'000	% Colleges Examined
<100	15
100-200	31
201-400	22
401-600	1
>600	31
	100

year ending in June were not billed until the following March - with a consequent interest loss of £70,000 per annum. Corrective action is also in hand in many colleges where reflectors incur substantial losses. In one college, a deficit of over £60,000 a year

was observed; in another, only 40 per cent of the costs were covered by charges. Deficiencies in the control of library books are also not uncommon, yet book stocks at a college may have replacement value in excess of £1.5 million.

(c) *Non-Teaching and Administrative Costs*. Many opportunities for securing reductions in non-teaching costs have been identified. Cleaning costs are often unnecessarily high. At one site, a cleaning rate of 123 sq. ft. an hour was observed - although the rate achieved in many secondary schools is over 300 sq. ft. an hour. Energy conservation, too, offers important potential savings; for example, in winter breaks when small numbers of administrative staff are working, staff could be relocated to one building of the college, rather than heating several buildings needlessly. And there are sometimes opportunities to dispense with unnecessary telephone equipment or surplus telephone lines.

(d) *Marketing*. Efforts are also in hand in many colleges to market their courses more effectively. In the past many colleges undertook little investigation of market demand, resulting in low course numbers. Similarly, monitoring of drop out rates is being improved - although auditors have noted fall out rates in excess of 50 and 60 per cent; and, too often, little feedback is obtained from students, on why they had failed to complete a course.

The scale of the opportunities involved is not small. One indication is suggested by the table which summarises the value of the opportunities that have so far been identified in the colleges examined - even though it will, of course, be for the authority to determine whether expenditure should be reduced by the amounts shown, or services - that is, student hours - increased.

Audit Commission report and account year ended March 31, 1983, HMSO £2.20.

break on the premises. Usually they catch up on marking or on checking notes and texts for the next class. One of them reckoned on spending at least 10 hours a week in term time at home on preparation. Non-class contact time spent in college - called ancillary time - was usually taken up with covering classes for absent staff or spent in meetings, she said, adding: "So the quality of teaching suffers."

Sharp said he spent less time on preparing classes - about four hours a week - at first he spent much longer. FE teachers do not have to do dinner duties; but many colleges do not have a mid-term break. This means, according to one of the science staff, that by the tenth or eleventh week of a 14 week term half the staff and half the students are ill. "So we might as well have one."

Just after 2pm the staff moved off to start the afternoon session. Sharp had an O level physics class. Eighteen black faces stared at the white board as he explained why a vacuum flask does not lose heat.

Discipline problems flare up occasionally in the college, but Sharp usually turns a blind eye to not at unpunctuality. Better late than not at all, is his philosophy. His students that all, are mostly fresh from school and still finding their FE feet. He notices a big change in confidence and maturity after their first year.

On Tuesdays Sharp also has an evening class (on overtime pay) from 6 to 8pm. "I like taking an evening class: the atmosphere in college is different, quieter, and the students are keen."

"Half-day tomorrow though," he remarked cheerfully. "And I don't have to come in until 11am on Mondays."

Mr Fred Naylor, another member of the education study group, said his proposals for governing bodies had been accepted by the arrangements for voluntary aided schools.

School governors will be asked to act as watchdogs to ensure sexual equality for pupils and teachers, in a new move by the Equal Opportunities Commission.

The EOC is bringing out its first publication specifically directed at school governors early next year; many new school governors take up their posts in September.

The fresh appointments follow a Government instruction to local authorities that all state schools must have their own governing body, including both parents and teachers, as set out in the Education Act 1980. At present many schools share governing bodies.

The EOC says there is a "crying need" for school governors to take an active stand to eradicate sex discrimination from school admission procedures, the curriculum, and from the appointment and promotion of teachers. It believes that the creation of new governors has coincidentally provided perfect timing for the launch of its booklet.

The publication, *Equal Opportuni-*

ties and the School Governor, is expected to suggest strategies for eliminating sexism from all aspects of school life. It is likely to propose the setting up of working parties comprising governors, teachers, parents, and officers, to investigate the matter.

It may also recommend giving one governor on each body special responsibility for equal opportunities.

Officers in the education department of the EOC are still working on a draft booklet. The team worked closely with the watchdog organization, ACE - Advisory Centre for Education - which has just published an article in its current newsletter, *Bulletin*, suggesting how governors could foster equal opportunities. The EOC booklet is expected to make similar proposals.

Barbara Fletcher, author of the ACE article, writes: "Consciousness among governors of their responsibility for helping to determine equal opportunities policies will clarify their function: they are seeking to support the educational needs of all their school's pupils."

Adriana Caudrey looks at proposals from the EOC for 'watchdog' governors... 'Crying need' for boards to fight sexism

"Articles of Government, the Sex Discrimination Act, and education legislation lay down clear duties and procedures. These, however, represent a minimum safety net to protect pupils against discrimination. Governors should ensure that positive action to promote equal opportunities in their school means that legal redress remains a last resort."

Ms Fletcher makes many specific proposals, some of which may be contained in the new booklet. She calls for:

- Equal opportunities to be included in the agenda at governors' meetings;
- Detailed reports on the school's current position in relation to sexual equality to be prepared, and made available to the governors;
- Governors to invite local authority

advisers, with special responsibility for equal opportunities, to speak in the school;

- Local authority inspectors to investigate equal opportunities in schools and report back to governors' meetings;
- A working party of governors, teachers, parents and officers to be set up, and for one governor to be given special responsibility for equal opportunities.

Ms Fletcher wants governors to help to ensure that no sex discrimination comes into play in the appointment or promotion of teachers. If there is an imbalance of the sexes in senior posts, she wants governors to take positive steps to redress it, without contravening the terms of the Sex Discrimination Act.

She argues: "Equal opportunities does not mean that all pupils will study all subjects on offer. It does mean that they should have an equal chance to study all subjects..."

'Governors should ensure that positive action to promote equal opportunities in their school means that legal redress remains a last resort.'

... and Biddy Passmore reports on a call for them to have a freer hand Green Paper 'in right direction'

Governing bodies should be given direct control of one quarter of a school's budget, the Centre for Policy Studies suggests in its response to the Government's Green Paper, *Parental Influence at School*.

The centre's education study group proposes a much stronger and more independent role for governing bodies than that set out in the Green Paper. It wants to see governors given a virtually free hand over admissions, for instance, and the right - eventually - to negotiate salaries with individual teachers.

The Government's plan to give parents a built-in majority on governing bodies, which has been criticized in virtually every other response, is welcomed by the CPS as "a significant step" in the right direction - although no substitute for a voucher system.

But the centre argues that parent governors should not be drawn into from parents of pupils at the school because that might make them "the most inexperienced and perhaps ineffective" members of governing bodies.

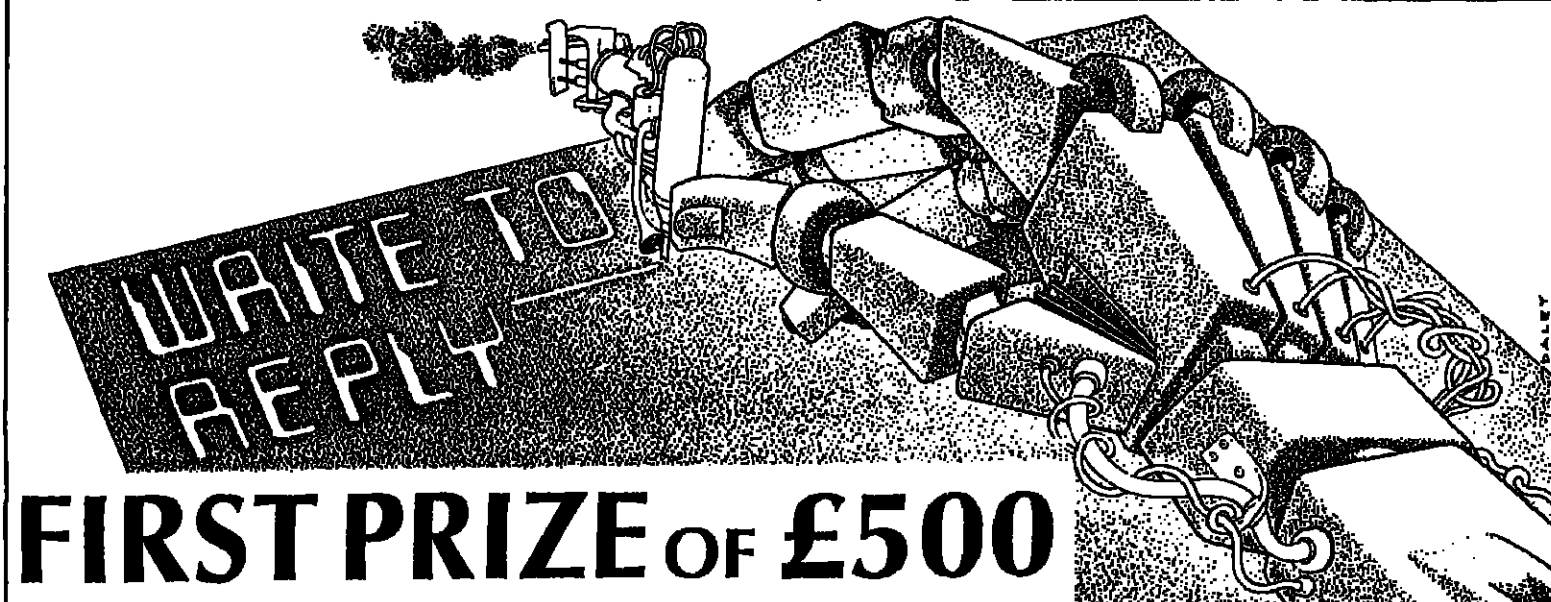
It proposes that all parent governors should be nominated and elected by parents in a secret postal ballot but that only one third of those places be reserved for parents; the others might be filled by past parents or prominent local figures.

The paper, written for the group by Professor David Regan of the local government department, Nottingham University, and Mr Robert Balchin, headmaster of Hill School, Westham, also wants parent governors made clearly accountable to parents. It says their names, addresses and telephone numbers should be clearly listed in the school's prospectus and that they should hold an annual meeting.

Introducing the response, Professor Regan said the centre welcomed the Government's Green Paper but wanted to make the role of parents and governing bodies clearer and stronger.

Members of the group accepted the possibility that their proposals might lead to the domination of governing bodies by political cliques of parents. But it that happened, Professor Regan said, the Government would have to think about further reforms.

Mr Fred Naylor, another member of the education study group, said his proposals for governing bodies had been accepted by the arrangements for voluntary aided schools.



THE TIMES
Educational Supplement

Engineering Essay Competition 1985

A great deal has been said about the need for more or better-trained engineers and the shortcomings of schools and school leavers. Now here is your chance to put industry straight on a few things.

WHAT YOU HAVE TO DO:

Pupils in schools and colleges (11 to 19)

Write not more than 750 words on:
"What has engineering ever done for me?"

Trainee and serving teachers and careers officers

Write not more than 750 words on:
"What can industry do to improve the image of engineering as a career for young men and women?"

PRIZES

There will be three categories for prizes:

1. Pupils in schools aged between 11 and 14 years on August 30 1985
2. Pupils in schools and colleges aged between 15 and 19 on August 30 1985
3. Teachers in schools and colleges of FE, careers officers and trainee teachers and careers officers.

First Prize in each category will be £500 to the winner

plus

£500 to the school of each winning student

Two runners up in each category will receive £200 and there will be three further prizes of £50 in each group

All winners will receive a copy of the comprehensive edition of The Times Atlas of the World

If a first prize goes to a teacher or careers officer undergoing full time training, a prize of £200 will be awarded to the training establishment.

The Rules:

1. The last date for entries is March 31 1985
2. Entries should be sent to:
The TES Engineering Essay Competition
ECIS PO Box 176
54 Clarendon Road, Watford, Herts WD1 1LB
3. Every entry should be headed by the entrant's full name and address. Pupils should also give their date of birth. Entries from schools and colleges should give the name and address of the school or college. Careers officers should give their present employer and position.
4. All entries become the copyright of the organisers of the competition, Times Newspapers Ltd and the Engineering Careers Information Service who may reproduce any entry in whole or in part.
5. Receipt of entries will not be acknowledged.
6. No correspondence can be entered into.
7. The decision of the Judges is final.
8. Entries exceeding 750 words will be disqualified.

The Judges

Sir Austin Pearce, Chairman British Aerospace
Sir Richard O'Brien, Chairman, Engineering Industry Training Board
Terry Duffy, President, Amalgamated Union of Engineering Workers
Dr James McFarlane, Director General, Engineering Employers' Federation
Dr Elizabeth Laverick, Deputy Secretary, Institution of Electrical Engineers
Mrs Ann Jones, Head Teacher, Cranford Community School
William G Friggens, Director designate, Engineering Industry Training Board
Stuart MacLure, Editor, The Times Educational Supplement
Bob Doe, Features editor, The Times Educational Supplement

The Engineering Careers Information Service was set up in 1976 to provide information about careers in the engineering manufacturing industry. It is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. ECIS produces literature and aids for young people and those who advise them on career choices and provides teachers and careers officers with opportunities to gain experience in industry.



Pupils at work in the centre under the guidance of the school's director of technology, Bob Kneale (pictured right).

Life at Marlborough College in the early 1970s could be unnerving.

In chapel one day, the organ began stopping and starting, apparently of its own accord. On another occasion, a car drove out of the car park without anybody at the wheel.

It was all the work of a bright pupil with a pronounced taste for remote control.

Quite unlike the stereotyped image of the public school, the staff and 900 pupils of Marlborough in Wiltshire have been keen on applying their knowledge for some time - although mostly in more conventional ways.

The college was, for instance, the central school in the development of business studies at A level 15 years ago. It played a significant part in the development of the School Mathematics Project and Nuffield Physics.

Dr Frank McKim, a housemaster at the college, is currently director of Physics Plus, a Government-funded project to develop a 16-plus exam course based on physics-plus-its-applications.

Marlburians also show a keen awareness of where the jobs lie. In recent years, the biggest number of leavers - two in five of the scientists - have gone on to study for an engineering degree. This year, for the first time, fractionally more left to start degrees in business studies or accountancy.

This week the school's preparation of its pupils for real life took a further step forward when Lord Weinstock, chairman of GEC, opened the school's new £500,000 technology centre.

Marlborough - keeping ahead of the times

The centre occupies the ground floor of a new brick building (upstairs are four smart physics labs) and has enough space and facilities for all boys aged 13 and 14 to take technology as part of the curriculum.

At 13, they will be introduced to a basic electronic circuit in a course called "Mechanisms" and at 14 they take a three-week "Design and Make" course in which they create something that works. For instance, a device for propelling an egg across a room, (less noisy than an organ and less messy than a car if it crashes).

In addition, the school hopes that up to 40 per cent of the pupils in its large, coeducational sixth-form will use the centre through their A level years - from scientists wanting to take electronics to art students wishing to learn about design technology.

And the centre will be open seven days a week, so that all pupils can use it in their free time.

Marlborough College is unusual among academically prestigious public schools in insisting that all boys take science up to O level. It is also unusual

Biddy Passmore reports on the latest venture at one of Britain's liveliest public schools

In offering only a combined science course, a decision taken 12 years ago, partly because the course covers all three main sciences and partly because it has a small set syllabus, leaving the school free to add its own ingredients. One of those ingredients is the "Design and Make" technology unit. Technology at Marlborough is thus firmly based in the academic study of science, not, as more usually, based on crafts and technical skills.

Given the school's history and its pupils, that is not surprising. But Roger Ellis, Master of the college, believes firmly that the result should be the same whatever the starting

point. "If you start from the craft end, you should then move on to the applied science to be developed from it," he says.

The school's only worry about squeezing technology into the combined science curriculum is that it might overload the eight periods a week allocated to it. But there simply wasn't room in the timetable to introduce a new technology O level for everybody.

Already, the number of periods a week has been increased from 35 to 37 and most boys labour at nine O levels, with 12 or 13 not uncommon. However, those who wish will be able to take a separate electronics O level in addition to science.

The move from scientific theory to application is neatly demonstrated by Bob Kneale, the school's director of technology. A former teacher of physics and chemistry in secondary modern and comprehensive schools, he became increasingly irritated by the sterility and uselessness of much school science and took an in-service

course in teaching technology, graduating two years ago.

"When I was a pupil at Cirencester Grammar School," he recalls, "I was absolutely fascinated by the machines in the workshops. But the curriculum was becoming more and more academically orientated and I was only allowed two terms' metalwork in the whole of my time at the school. Practical opportunities were denied those who were, for example, moderately good at French."

He points out that, until the new centre was built, Marlborough was far worse off for technology than many state schools. But he reckons he has been given a freer hand designing what he wanted with the architect than would have been possible in the state sector - and he is obviously delighted with the result.

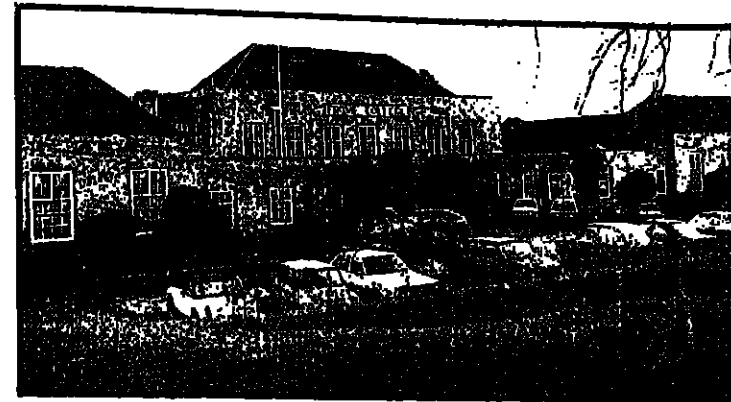
The science-based approach to technology being developed by Marlborough and other high-flying schools could finally bring technology in from the academic cold and bury for ever the notion that it is suitable only for second-class brains.

Mr Ellis's eyes light up at the educational possibilities that are opening up, especially through electronics.

"It gives kids a sense of power and fascinates them," he says. "The trouble with making things used to be that it was extremely slow and laborious so it was devoted themselves to it and the others got bored. Electronics speeds up the practical, so that it takes less time and it's more attractive. That's what's really going to bring practical skills into the heart of our education."

FE-school link hard to operate

by Jane Pickard



The problems of trying to combine the work of a school sixth form and a college of further education on sites a mile and a half apart are highlighted by Her Majesty's Inspectors.

The difficulties are encountered at Frome College, Somerset, which embraces a comprehensive school and a small FE college.

Inspectors looked at post-16 provision in both sections of the institution and commented that "the task of achieving a harmony of purpose has proved to be most difficult."

Despite the college's claim that educational provision is based on the principles of integration, comparability, equality of opportunity, and access, inspectors found that these concepts had yet to find full expression in terms of staff and student attitudes, course provision, college organization and the general ethos of the institution.

For instance, there was no common timetable operating between the school and the FE college, there were two student bodies, different rules about uniforms and a head of sixth-form whose duties did not extend to the FE students.

In the FE college, the buildings were not attractive, but served their purpose adequately, although staff accommodation was poor and there was no social area for students.

In contrast, the school site was quite extensive, with attractive and well kept grounds, although it lacked groupings of rooms for some specialist subjects which would help cohesion in post-16 work.

This site also had an adjacent theatre, part-funded by the community, and a sports hall and youth wing. A resource centre at the school transmitted television, live or on video cassette, to two house blocks and the science and music rooms.

However, inspectors concluded that

the experiment of combining the sites was not without merit and that the foundations of integrated joint provision already laid could be successfully built upon.

The quality of the teaching was high and recent exam results in business studies and engineering were most creditable, although A level results, while satisfactory, showed a disappointing proportion of high grades. Links with local industry and commerce were well established and the college was a very successful provider of sport, recreational and cultural facilities which the local community enjoyed in full measure.

Inspectors have also visited one of the largest biological science departments in the public sector of education, at North East Surrey College of Technology.

They found highly qualified staff - many were active researchers - and a high standard of general teaching which was frequently excellent.

The report says: "Teaching was generally dynamic, used a variety of methods and was appropriate to the levels of the courses. Staff often attended each other's classes; it was common for them to work as a team,

disseminating good teaching techniques among themselves. There were numerous examples of good practice."

● A number of teachers on part-time, in-service Certificate of Education courses inspected in five centres between 1980 and 1983 had to maintain the same teaching load at their FE colleges as they had before their course.

The HMI report on the five courses said the dual responsibility could make it difficult for new entrants to teaching and to training to obtain maximum benefit.

The inspectors also criticize certain local education authorities and institutions who still, at the time of inspection, had no arrangements to give priority for training to the new, untrained entrants, although this was recommended by the Department of Education and Science in circular 11/77.

"Rarely have instances been found of positive in-college support of the released teachers by employing colleges, whether through a mentor system or a professional tutor, and yet this, where it existed, was one of the more positive features in the successful translation of training into practice."

Inspectors find dirty classrooms

Inspectors found leaking roofs, broken windows and dirty classrooms at one of Britain's biggest primary schools.

In their report, the inspectors warn of "grave difficulties" at the 700-pupil *Anderdon Park School, Balsall Heath, Birmingham*, because of lack of cleanliness, poor maintenance, decorative condition and storage.

The school, founded in 1896 and designated a social priority area school, has 99 per cent non-European, mainly Asian, pupils.

The inspectors said that despite its problems it was a "friendly, welcoming place." Pupils were relaxed, there was no serious truancy problem.

The 34 teachers were hard-working and experienced, although there was poor teaching organization.

Birmingham's chief education officer, Mr John Crawford, admitted last week that the school had been going through a "difficult period" when it was inspected last February. Many complaints had been put right, he said.

Mr Keith Marsh, Anderdon's headmaster, said that although improvements had been made, many things were still much as the inspectors had found them.

During their visit the inspectors found:

□ Leaking roofs throughout hatted classrooms.

□ Dirty, smelly lavatories in poor decorative state. Some were subject to flooding.

□ Dangerous playgrounds with drainage problems. Older children were expected to use shovels to clear mud.

HMI reports are available free of charge from the Department of Education and Science, Publications Dispatch Centre, Honeysett Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.E.A.s.

ITV SCHOOLS SERVICE

Next week ITV will, as usual, be broadcasting selected previews of series scheduled for transmission during the coming Spring and Summer terms.

In addition

this year we are broadcasting programmes that had to be cancelled between October 18th and November 2nd because of an industrial dispute and on November 6th because of television coverage of the State Opening of Parliament.

The timetable for the week is as follows (times are approximate):-

Monday 3rd December. Preview of Infants/Junior Series

9.30 My World - "Spring Clean"
9.45 Let's Go Maths - "Let's Count the Ducks"
9.55 Start the Day - "What Makes Me Happy?"
10.10 Stop, Look, Listen - "Stone"
10.25 Ways With Words - Playtime
10.40 Junior Maths - "Lines"

Tuesday 4th December. Preview of Junior/Middle Series

9.30 A Place to Live - "Cabbage White"
9.50 Good Health - "What Next?"
10.05 How We Used to Live - "Called Up"
10.25 Middle English - "Greasy Luck! History of Whaling"
10.40 The Micro at Work - "Sorting Things Out"

Postponed from November 6th:

11.00 Let's Read... with Basil Brush
11.15 My World
11.30 Good Health
11.50 Stop, Look, Listen 'B'

Wednesday 5th December. Preview of Middle/Secondary Series

9.30 Your Living Body - "Bloodstream 2"
9.50 The English Programme - "1984 - Truth"
10.15 School's Out - "Make Up Your Mind"
10.40 Modern China - "Remembering"
*Except: Scottish TV: "Time to Think" - "Over the Air"
Grampian TV: "Getting it Right" - "Shopping"

Thursday 6th December. Programmes cancelled in October/November

9.30 Middle English - "The Sea Green Man Part 4"
9.47 Seeing & Doing - "Roads"
10.04 Craft, Design & Technology '2' - "Dressmaking"
10.21 Craft, Design & Technology '2' - "Dress Design Shop"
10.39 The French Programme - "Action-léle No. 6"

Friday 7th December. Programmes cancelled in October/November

9.30 Middle English - "The Hairy Hand and the Phantom of Bluebell Hill"
9.48 Seeing & Doing - "Rail"
10.05 Craft, Design & Technology '3' - "Machines Make Work"
10.25 The English Programme - "How did that get on the box?"

N.B. The programmes listed above were lost to schools throughout the U.K. Many more programmes were lost to schools in the Thames Television transmission area and these will be shown in week beginning December 10th.

O level maths at university

A university has launched its own O level course in mathematics.

After its careers service noted employers' growing emphasis on numeracy, University College Cardiff decided to run a course for students who had failed maths at school.

A pilot course was run last year. Of the eight who worked for the exam, six obtained C grade last June, with the other two obtaining Ds. That success led to a second course, beginning this month.

Thirty-six students will attend. They include arts and social studies specialists, and - as the DES now insists that teachers must have O level maths - many who intend to teach.

1,000 schools to receive computer programs originally launched at £250 Specials get free software package

by Carolyn O'Grady

About 1,000 special schools, probably ESN(M), are to receive a free computer software package after controversy over its release by a commercial publisher at a price tag of £250.

The "Microspecial" pack of 25 programs and support materials was devised and developed by the Scottish Microelectronics Development Programme and other educational organizations. It was originally assumed that it would be distributed free for special schools as part of a Department of Trade and Industry scheme which would have included hardware.

However, this summer the pack was launched at the Concerned Technology Exhibition by Hill/McGibbon and Collins. Criticism of what was regarded as betrayal by the DTI was intense (TES, October 19).

In a letter to the Department of Education and Science, the National Council for Special Education said: "Many teachers have given freely and generously of their time devising programs to meet the special needs of pupils with learning difficulties across the curriculum... You can no doubt imagine the dismay of our members on

learning that such voluntary efforts, supplemented, we understand, by some £300,000 of taxpayers' money, will now benefit a commercial company which is to charge schools and local authorities, who are already in a parlous state financially, £250 for the software pack so produced."

Now the DES has bought 1,000 packs from Hill/McGibbon for distribution through I.E.A.s, special education centres and national information centres established by the Microelectronics in Education Programme.

The programs are available for the BBC Micro, and RML versions will be available soon.

Mr Bob Dunn, education junior minister, said: "The Government is aware that not much software has been specifically designed for children with special needs, particularly those with moderate learning difficulties and their teachers." The pack is aimed at the 14 to 16-year-olds in that group.

Neither the DTI nor the DES has plans to distribute hardware to special schools.

Parents lobby MPs over £2.5m cuts in Clwyd

by Bert Lodge

Officers of the Clwyd Federation of Parent-Teacher Associations travelled to London on Wednesday to lobby MPs in their campaign against a £2.5m cut in educational spending in the county.

"This is unacceptable when the county is already spending less on education per child than any other Welsh authority," Mrs Sheila Naybour, federation chairman, said.

At the annual conference of Parent Teacher Association in Wales, this month, delegates were told that Welsh

education was on the brink of disaster. "We face the prospect of 60 or 70 per children in a class and heads having to send pupils home for lack of teachers," Mr John Hammond, the chairman said.

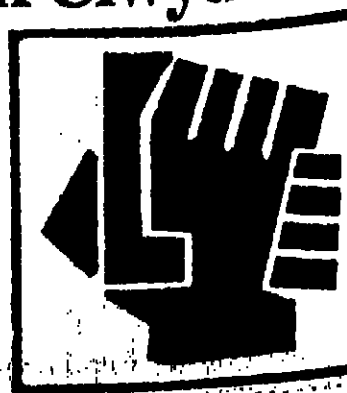
In addition to Clwyd the other county worst hit is Dyfed, facing cuts up to £3m. Mid Glamorgan faces a freeze on capital spending to preserve teaching jobs, Gwynedd and South Glamorgan could lose £500,000 each, and West Glamorgan £1.8m.

Meanwhile, Mr Nicholas Edwards,

Welsh Secretary, is still refusing to meet a joint deputation of parent-teachers and the Welsh Heads Association to discuss next year's proposed cuts. "He dismissed our request with the old argument that it is up to the county councils how they allocate their funds," Mr Hammond told delegates.

● The National Confederation of Parent-Teacher Associations is conducting a survey among its 5,000 member groups on the effects of successive years of cuts in school budgets.

Letter, page 18



Town halls grab £34m meant for youth work after city riots

Local authorities have spent most of the extra money the Government has provided for youth work following the Brixton and Toxteth riots on other things, a report alleges this week. It claims that more than £34m has been diverted in this way.

The report from the National Council for Voluntary Youth Services, claims to be the first detailed analysis of local authority expenditure on the youth service and compares it with the grant related expenditure assessment (GRE) on which the Government bases its rate support to the authorities.

The report suggests that the Government decided to increase funding to the youth service after Toxteth and Brixton because it wanted more provision for alienated youngsters in a time of rising unemployment.

The NCVYS says that, while between 1981-82 and 1982-83 the GREA went up by more than half, the authorities put up their youth spending by only just over an eighth. It explains that most youth service chiefs do not realize what has happened, because the local treasurers have kept the information from them and, in many cases, from the councillors.

The DES did not tell the youth service about the plan to increase its resources, and the money, says NCVYS, has probably been used to cushion the i.e.s against education cuts.

The report says that the net estimated expenditure for 1983-84 shows a total spending in England of £105 million compared with a GREA of £117 million and that the estimates for 1984-85 are that £117 million will be spent out of an assessed £120 million. In 1981-83 the authorities spent a good deal more than the then GREA of £80 million, but in the following year, the first after the riots, when GREA went up to £120 million they spent only £98 million.

This way the authorities behaved over the youth service money varied enormously, however. The report shows that the inner London spent more than twice the GREA while Cornwall less than a quarter of it.

But the report reveals that the

overall figures disguise the full extent to which the majority of the authorities underspent, because some, like the ILEA, spent so much more than the GREA. In 1982-83 78 out of the 96 English l.e.s.s together spent £35 million less than the assessment on their youth services.

This represented almost a third of the money which the Government had assessed as being needed for the service.

The report asks why young people in Nottinghamshire appear to require a level of youth service expenditure three times as high as in neighbouring Lincolnshire and suggest that Lincolnshire's need is at least as great.

And it observes that "while the lobby for retaining under-used schools and teaching posts has been effective, the youth service lobby has not been".

The NCVYS says that it hopes that the detailed tables which set out how each authority's spending compares with its GREA will be used by youth offices to alert colleagues and councillors and the public, but that this will not be enough.

It calls on the Government to make clear the assumptions on which the youth service GREA is based. But it also wants l.e.s. spending to be monitored regularly, with the National Youth Bureau issuing reports to show the trends.

But the council insists that a legislative basis will be needed if the service is to be protected when statutory education is being cut back.

And it tells youth workers and officers, both those who are paid employees and the voluntary staff, that they must accept that it is their duty to ensure they get the money they need.

"Resource maintenance is as valid a use of a worker's time and skills as is face to face work with young people", says the report.

Edited by
Mark Jackson



Peter Morrison (right) talks to the exhibition's organizer Tom Jarvis.

Bushy tails and the minister meet the YTS dummy

The Minister of State beamed approvingly at a batch of four years crowding into the Careers Exhibition this week. "They're all bright-eyed and bushy-tailed - not like those whingers you're always writing about", he told *The TES* triumphantly.

But even as he spoke, the enemy within - a whinger his squad, perhaps - was targeting some of the bushiest of the tails. Minutes later, the bright eyes of a party of decorous Surrey convent girls widened in panic as sewing needles jabbed home in their posteriors.

Oblivious to the yelps and tears, Mr Peter Morrison the minister responsible for careers and youth training, continued his gaudy tour of the eighteenth successive Careers Exhibition while a hunt began for the attackers, thought to be the girls of a London comprehensive.

Around 50,000 pupils, from fourth years to upper sixth formers, made the same tour during the four days of the exhibition.

Long queues had formed outside the Royal Horticultural Halls in Westminster when it opened on Sunday, and more than 2,000 youngsters passed through the turnstiles in the first hour.

The exhibition is held in major cities all over Britain, and it was last in London three years ago.

So this was the first time that the Youth Training Scheme appeared among the choices being offered to school leavers. But apart from the

YTS, being put forward by employers ranging from the banks to the construction industry as a possible entry route into their employ (and with the emphasis very much on its hard skills training), there was little to suggest to the youngsters that unemployment might be awaiting them.

The hundred or so exhibitors appeared to be very keen to recruit, with elaborate displays, and lots of working equipment. The police had a car, a dog, and a horse while the Army had the usual collection of lethal hardware, including the little Milan missile.

But there was more interest in its high-tech communications, like the signals Land-Rover which can communicate via satellite with Indian Ocean bases.

There was considerable evidence that most of the organizations exhibiting wanted to make it clear they offered equal opportunities. British Aerospace had girl apprentices in their demonstration team: the prison service had a black woman officer from Holloway.

There were not many callers at the prison service stand - possibly because notices warned that it does not recruit anyone under 21, which suggested that the whole thing was more a public relations exercise than careers promotion.

The Manpower Services Commission stand next door, however, was no busier, despite flashing lights and a remarkably life-like android. Staff ex-

plained that the strobe-effect was intended to lure teenagers in by suggesting a disco.

Only the MSC could have thought of putting up a dummy to testify to the virtues of the YTS. It demonstrated its discipline by continuing to churn out its sales pitch, hour after hour to an empty stand long after an untrained human would have given up.

Perhaps some one ought to tell the MSC that not all school leavers are disco-mad semi-delinquents.

The colleges, well represented, know much better what really turns the typical youngster on. "Learn to be skilled mastic asphalters", urged one establishment seductively.

The busiest stand at the exhibition, lacking any gimmicks or technological wonder, testified to the real concerns of the young visitors. It was the careers service stand, manned by teams of staff drawn from ILEA and neighbouring careers departments.

The stand itself, packed with information panels, appears to represent a breakthrough in cooperation between the service and the Department of Employment's careers service branch.

After years of appeals from the service for some active promotional back-up to match the MSC's formidable publicity, the department agreed to build the stand at a cost of around £5,000. It says that the whole thing is an experiment, and that it does not yet know whether it will be able to provide similar help at future events.

NEWS

Maths makes a comeback

by Bert Lodge



having some effect," a spokesman for the Universities Council for the Education of Teachers said this week.

The figures appear in the council's annual survey of how many newly-qualified teachers from university education departments got jobs last summer in schools or elsewhere.

They show that 73.8 per cent of this year's PGCE output secured teaching posts, exactly the same percentage as last year. Another 7.2 per cent are on temporary appointments. Of the rest only 6.3 per cent admit to being unemployed though still seeking a

teaching job. Another 5.4 per cent have gone abroad to teach.

Professor Gordon Lawrence, UCET academic secretary, says in the report: "In the light of the continuing recession and the problem of falling rolls this degree of success might be deemed satisfactory. I repeat, however, the anxiety expressed last year about the number of posts that are merely temporary. There is an increase over last year in both real and percentage terms."

Among those unemployed and still seeking a teaching post are three women graduates in home economics

amounting to 15.8 per cent of students accepted in that subject for the course. Comparable figures for other specialists still unemployed are: music 12 per cent, drama 10.5, geography 10; and religious education 9.6.

Among those trained for junior and middle schools 14.5 per cent of those admitted are still wanting a job and Professor Lawrence remarks: "Though slightly lower than last year the figure of 14.5 must give concern. It seems to be weighted towards those students aspiring to teach older primary school children."

He adds: "I think there must be continued disquiet about RE, particularly when it follows on a fall in teacher recruitment in that subject."

The total number qualifying via the universities' PGCE route this year was 4,363. Among the much smaller number, 240, who followed successfully a University BEd honours course 168 students or 70 per cent, got a job. Of the remainder, 21 students have taken up employment outside, including one professional footballer and one running a disco.



More than a million opponents of the Government's attempt to increase its say in Roman Catholic schools marched through Madrid recently - choosing a rather wet day on which to express their views.

Africans turn back to linguistic roots

Schools and universities in Africa are giving more attention to the hitherto neglected teaching of African languages, a conference in London was told.

The New Writing In Africa conference at the Commonwealth Institute earlier this month, heard that, even in countries where the number of speakers of the relevant African language was comparatively small, educators were beginning to pay far more attention to it. In this way, it was hoped, more writers would emerge.

The Kenyan writer, Ngugi wa Thiong'o, threw down his challenge to the old order in his opening address to the conference. He argued that it was time African writers expressed themselves in the tongues of the continent, in the languages spoken by peasants and workers, not in the languages of the old colonial masters.

To use English was to perpetuate a more insidious form of cultural domination, he said. The time was ripe for a major historic change away from the languages of Europe back to the diverse and richly expressive languages of Africa.

He asked African writers to do for their own languages what Spenser and Milton did for English, what Pushkin and Tolstoy did for Russian: open them out and, if need be, create new modes of expression. However, this view was challenged by Dr Timothy Wangusa, of Makerere University, Kampala, Uganda. He felt that English was not a chosen tongue but, like

Caliban, African writers could use it to curse their "master": the writer could bend and beat English into serving the peculiar purposes of his or her cultural needs.

Professor Lewis Nkosi, professor of English at the University of Zambia, suggested that using African languages would be divisive both inside and outside national boundaries, and his fellow South African, Njabulo Ndebele, while not denying the use of African languages, presented a succinct picture of new, affirmative black writing in English emerging from South Africa.

Language was a key issue at the conference, with speakers emphasizing the position of Kiswahili in East Africa. They referred to the popularity of much writing in languages such as Kiswahili and Yoruba, where sales of novels and plays could sometimes top 100,000 copies.

Even in countries where a language group was comparatively small, educators were beginning to pay far more attention to the teaching of African languages at school and university level. In this way, it was hoped, more writers would emerge.

Speakers saw the need for more African-based publishing and possibly for more cooperation between African and European publishing houses. There is a plan to produce a *Writer's Handbook for African writers*.

Elizabeth Gunner

Primary for all by 1990 - priority

CHINA

Primary education is to be compulsory under a law being drafted by China's Ministry of Education, and regarded by officials as a priority.

Already the 130 million primary school pupils account for about 94 per cent of all eligible children. The big cities and most medium-sized towns already have "universal" primary education, and in June Jiangsu, one of the richest and most advanced provinces, made primary education compulsory.

The main difficulties are in remote and mountainous areas and in the poorer country districts, where parents find it hard to afford the low fees, especially when they have more than one child of school age; and in those areas the girls suffer most, being kept at home to help with housework and look after younger siblings.

There is also the problem of drop-outs during the five-year course, and withdrawal from school for a year to help with the increasingly profitable farm work.

To train the extra teachers needed, more normal schools are being set up, many being converted upper secondary schools (15 to 18 or 19). These are not regarded as a form of higher education, and the students are recruited from lower secondary schools (age 12 to 15). There are also refresher courses for untrained teachers.

Peter Mauger

Proposal for new £20m youth service

IRISH REPUBLIC

A comprehensive youth service has been recommended in a major report which is being studied by the Government.

Ireland has the youngest population in the EEC - almost half is under 26 - yet it has a fragmented youth service relying on voluntary groups and, to a lesser extent, on statutory involvement, mainly through the local Vocational Education Committees.

The range of proposals in the report, by the Government-appointed National Youth Policy Committee under Mr Joseph Doolan, is aimed at providing all young people to become self-reliant, responsible and active participants in society.

It gives a warning that it would be foolish to ignore statements in Irish politics which are, it is claimed, uncommitted to the democratic process and are focusing on the young. "It would be equally foolish to ignore the existence of the political and economic malaise in our society", it states.

A duty should be imposed by law to ensure that the youth service is provided. Responsibility at national level should be imposed on the Minister for Education and at local level on local authorities. At national level the service should be coordinated with other services for young people.

The report devotes much attention to youth unemployment. It recommends that the Government should be absolutely committed to young people. It is the Government's belief that unemploy-

ment can be reduced but that it will take some years to achieve any worthwhile improvements, that should be stated and the reasons explained.

The Government should indicate in its youth policy the special measures which it proposes to adopt in helping young people.

The Government has pledged IR£1.5m over the next three years, particularly for services for disadvantaged youth. A further response will be made next year, International Youth Year.

However, the National Youth Council has criticized the initial pledge, saying the money scarcely amounts to a "barrow load of cement for the foundations" of the proposed new service.

John Walsh

The Church-State battle heats up

Welcome surprise for Government in survey of parents

SPAIN

Sarah Jane Evans on the controversy over new legislation

A survey of parents has given the Government welcome ammunition as opposition to its new education law renews its strength.

The LODE (*Ley Organica de Derecho de Educacion*) should come into force at the beginning of next year, provided it is approved by the Constitutional Tribunal. The LODE is wide-ranging, but its most controversial feature is a proposal to bring the private, Roman Catholic, schools more closely under the Education Ministry's scrutiny, by regulating their subsidies.

The ministry commissioned a survey of 1,400 parents whose children were in the first years of primary education, attending both public and private schools. The aim was to discover what parents looked for when they chose a school.

The most striking finding, given the storm of protest by Catholic parents' groups against the LODE, is that the group surveyed did not consider it important whether the school was Catholic or not. Only the quality of the school buildings and facilities came lower on their list of priorities.

This is a surprise, because there has been a widespread view that the private, Catholic schools, with their high fees, uniforms (public schools do not have uniforms), and more traditional teaching styles, were educating an elite which many parents wished their children to join. Schools run by the Catholic hierarchy, *Consejos de Pastoral* or not, have been particularly singled out for their apparent fostering of a class spirit.

When questioned about the social

class of their child's peers at school, all the parents surveyed said that the other children were of the same class or - when pressed, that there were many classes represented in the school. No aspirations for moving their children up the social register were revealed.

The survey did uncover a wide disparity between the type of school parents would like their children to attend, and those they were attending. Their ideal school would enable the parents to play a full part in their child's education, would have a liberal approach to discipline, and would be one where the head and the staff shared authority, rather than it being vested entirely in the head.

The most popular types of education were "liberal-progressive" and "practical/active", as opposed to "traditional", "scientific" and "authoritarian". Eight out of ten parents said the quality of the teachers was the most important factor in choosing a school, while tradition or prestige counted for little.

That was the ideal. Most parents confessed that they did not know much about the quality of the staff at the school they had chosen for their child, and only 20 per cent had bothered to consider any other school. The key feature in choosing the school, it appears, is how close it was to home, regardless of its religious orientation, teaching methods or facilities. (The average distance from school was 11 minutes on foot). The next most important feature was how cheap the fees were.

While the survey will have encouraged the Government, it will do little to check the Catholic campaigners against the LODE, who are looking for a repeat of the recent French experience, in which public pressure forced the Government to scrap a Bill curbing the independence of the private sector.

Travel

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Richard Garner looks at a new book which details the educational plight of young Palestinians

Displaced Palestinians make little impact on their schooling

Palestinians who have been spread throughout Israel or the surrounding Arab states for their education can rarely exercise any control or cultural impact over the teaching they receive, says a book just published.

The book, *Education, Repression and Liberation: Palestinians*, says that about four million Palestinians are spread around the Arab world with little chance of learning their own nation's history or culture.

Many are taught in refugee camps run by the United Nations Relief and Works Agency for Palestinians in the Near East which provides nine years of education for children, six of which are at primary level.

"But while the education available in the camps did allow some to escape from the poverty trap, especially to lucrative jobs in the Gulf, for many the pressure of circumstances has still meant dropping out of school early for work or marriage, with little hope of moving beyond unskilled employment," it adds.

The book adds a crumb of comfort for the Palestinian children by acknowledging that educational opportunities for women have increased since the state of Israel was established in 1948.

However, those that want to progress beyond the six years of primary and three years preparatory education that UNRWA provides have to attend government schools in the countries where they are resident or private institutions.

Figures show that the number of pupils receiving education under the UNRWA programme has grown from 42,000 in 1950-51 to 336,207 in 1982-83 - and the percentage of female pupils within that has grown from 26.4 per cent to 48.7 per cent.

UNRWA is, however, obliged to follow the national curricula used by the government and private institutions within which it works, says the book.

"Even those who criticize this system as a whole, or more specifically, the lack of Palestinian emphasis within it, can do little to change the situation," it adds.

"Without their own state Palestinians have virtually no control over either the cultural content of their education or the balance of skills produced."

The book says that - while formal education may play a limited role in the development of a national feeling - informal education, particularly from the family, has been crucial in establishing a sense of national identity.

In Israel, the book adds, the authorities have attempted to exert strong control over the content of the education system because they realise the importance it has in shaping consciousness.

The teachers' union has a separate section for its Palestinian members which makes it difficult for qualified Palestinians to take up leading positions.

"Government neglect of Palestinian education has meant that private schools, even though they have been obliged since the 1950s to follow the state curriculum, still play an influential role." Private schools cater for 7 per cent of primary pupils and 11 per cent of high school pupils.

However, the book adds: "Few Palestinian children attend kindergartens and so there is little preparation for primary school."

Despite the fact that primary school enrolment is high - with 942 out of every 1,000 Palestinians attending, conditions leave a lot to be desired and it is estimated an extra 5,000 classrooms are needed.

"As a result," says the book, "many pupils are accommodated in rented classrooms which are often overcrowded, insanitary and lacking in proper classroom facilities."

The book says the history of the past 80 years in Palestine is treated from a Zionist point of view. "Hebrew replaces Arabic in place names, and maps do not show the names of the villages destroyed in 1948. Few hours are devoted to the teaching of Arab history than to either Jewish or general history."

In schools in the occupied territory of the West Bank, Israel has intervened to censor textbooks deleting references to Palestinian national sentiments or to Palestine as a political or geographical entity.

Jordan and Egypt prescribe between 100-140 textbooks for schools each year," says the book. "Those used in UNRWA schools also have to be approved by its UNESCO education advisers, who usually pass 90-100. In each of the past five years the Israelis have refused to give import permits for between 9 and 14 UNRWA textbooks and rather more in the case of Gaza."

In East Jerusalem, however, the Israelis have been forced to retreat from an original demand that the full Israeli curriculum should be imposed on all government schools.

"A Palestinian who sits the *bagrut* (matriculation examination) is automatically excluded from further studies in the West Bank or in the Arab world," it adds.

"Large numbers of pupils, especially at secondary schools, switched to private schools after 1967 to avoid the Israeli curriculum," it adds. "As a result, the Israelis have gradually retreated, switching secondary and preparatory syllabuses back to the modified Jordanian curriculum."

In Lebanon, UNRWA caters for the first 10 years of schooling - six years primary and four years preparatory - with 90.3 per cent of all Palestinian primary students at UNRWA schools while 8.9 per cent are in private schools and 0.9 per cent in state schools.

The Palestine Liberation Organization has begun to respond to the need for secondary education among poor pupils - and opened four secondary schools in 1979. "The curriculum was the same as that used in the UNRWA schools, but with somewhat more 'Palestinian' content," it adds.

In addition, the PLO has taken a role in secondary education within Kuwait after the government introduced a rule that a maximum of 10 per cent non-Arab nationals should be allowed in state schools.

The book concludes: "The PLO has made, however, only piecemeal attempts to develop 'national' education, usually in response to specific local deficiencies, for instance in Kuwait or Lebanon."

Education, Repression and Liberation: Palestinians by Sarah Graham-Brown is available from World University Service, 20/21 Compton Terrace, London N1, price £3.50.



Israelis have been forced to retreat from an original demand that the full Israeli curriculum should be imposed on all government schools.

"A Palestinian who sits the *bagrut* (matriculation examination) is automatically excluded from further studies in the West Bank or in the Arab world," it adds.

"Large numbers of pupils, especially at secondary schools, switched to private schools after 1967 to avoid the Israeli curriculum," it adds. "As a result, the Israelis have gradually retreated, switching secondary and preparatory syllabuses back to the modified Jordanian curriculum."

In Lebanon, UNRWA caters for the first 10 years of schooling - six years primary and four years preparatory - with 90.3 per cent of all Palestinian primary students at UNRWA schools while 8.9 per cent are in private schools and 0.9 per cent in state schools.

The Palestine Liberation Organization has begun to respond to the need for secondary education among poor pupils - and opened four secondary schools in 1979. "The curriculum was the same as that used in the UNRWA schools, but with somewhat more 'Palestinian' content," it adds.

In addition, the PLO has taken a role in secondary education within Kuwait after the government introduced a rule that a maximum of 10 per cent non-Arab nationals should be allowed in state schools.

The book concludes: "The PLO has made, however, only piecemeal attempts to develop 'national' education, usually in response to specific local deficiencies, for instance in Kuwait or Lebanon."

Speak up or go to jail

Palestinian teachers in Israel face imprisonment for refusing to divulge information about their students, says the book.

It says that teachers often face dilemmas over their relationships with students - adding they have often been interrogated by the authorities seeking to obtain information about politically active students.

"Teachers have on occasion been jailed for refusing to divulge such information," it adds.

According to a circular issued by the Government last year, teachers should not engage in political activity, join a political party or express support for one.

"Participation in strikes or sit-ins is outlawed, as is signing memoranda opposing the 'civil administration,'" it adds.

"They are also barred from publishing any article in the press without official approval or editing or co-editing any periodical."

The book adds: "The teachers' situation is one fraught with conflict. A young teacher (said): 'I am going absolutely mad. When I educate my pupils towards loyalty to the state I am considered a traitor ... and when I educate the national character of my pupils and try to nurture a sense of pride I am told I am a traitor.'"

"While teachers in the occupied territories have some status, those within 1948 Israel can no longer play their traditional role as community leaders. Only in a few private schools, where there is less direct political pressure, can teachers express themselves more freely."

Education Ministers from the 24 countries of the non-communist Organization for Economic Co-operation and Development met in Paris last week - only the second time they have been together in its 23 years, reports Mary Follain.

The report alludes to the "bewildering variety" of predictions about employment and the skill implications of technological change. Some say its labour-saving effects will mean that "human workers will go the way of the horse". Others argue that more skilled workers will be needed. Realists forecast a "de-skilling" process with most workers engaged in unchallenging jobs as machines take over more intellectual tasks. Chillingly, the OECD experts believe the pessimists are more likely to be right.

His talk had ranged over rapid technological, economic and social changes and their repercussions on the educational system, the quality of education, and of post-compulsory schooling.

A report by OECD experts which served as a basis for discussion was published soon. It discerns three approaches to job training in member countries. Some, such as the United States, Japan and Sweden, believe that schools are responsible for preparing young people for work, while others such as Germany, Switzerland and Austria have highly developed apprenticeship systems. A third category, best exemplified by the UK, has a system with a jungle of training schemes.

The OECD panel admits defeat in trying to predict industry's needs and paints a dismal picture of the future for the school-leaver without qualifications.

"Education and training are not panaceas, the report warns, but educational qualifications influence position in the job queue."

Despite the post-war increase in numbers of students from poor background, the past 10 years have seen a reversal, particularly sharp in the UK.

Girls and women are relegated to "female branches" of vocational education and outnumber men on university courses which have poor job prospects. The experts allow a glimmer of hope for women, concentrated largely in courses leading to the service sector - which may see an expansion.

The report warns that "education and training are such powerful mechanisms of social selection that, contrary to the aim of promoting greater social equality, they may actually reinforce it". Selection operates not only between establishments and courses of study and between technical and general subjects.

It concludes that to combat both inequality and unemployment, attention should be paid not only to the "how" and "what" of learning but also the "when". Recurrent education and training should be available at any age.

There was a consensus among ministers that there was a need for a solid, basic education which was the preparation for an uncertain future. Quality in education was high on everyone's list of priorities. Sir Keith Joseph, Britain's Education Secretary, chaired a meeting which led to a heated discussion on teacher assessment and differential pay. Half were for, half indignantly against.

"I suppose it is only in England," Sir Keith said, "that teachers, like politicians, vary." The Americans agreed with him but the Finns were afraid their teachers' union would never agree.

Let punishments fit the offender - not the crime

Sir - I am a visitor to Britain and consequently an outsider to the debate on banning corporal punishment in British schools.

I would like, however, to react to the statement made in the front page article entitled "Ban on Corporal Punishment Gathers Pace", by Biddy Passmore and Iola Smith, that "teachers unions, parent groups, and local authority associations have been united in their view that the scheme, which would allow two children to be punished differently for the same offence will be unworkable."

An assumption underlying this statement is that verbalized in *The Mirror*, "let the punishment fit the crime". This assumption needs to be examined very critically because it denies one of the insights of modern educational psychology, namely, the existence of individual differences. It would seem to me that the principle of youth should adopt is "let the punishment fit the person."

How would the teacher unions, parent groups and local authority associations react to the following advice given in 1712 by St John Baptist De La Salle to his first companions:

"One of the qualities which our Lord says distinguishes the good shepherd is that he knows them all individually. This is also one of the essential qualities required of those who instruct others, for they must get to know their pupils and discern the manner in which to act towards them. Some require great gentleness, while others need to be directed with firmness. Some require great patience; others need to be goaded on. It is necessary to punish and reprehend some, in order to correct their defects, whereas others need to be watched continually lest they should wander and perish. This varied conduct must depend upon knowledge and discernment of character, and this grace you must beg of God most earnestly, as being one of the most essential for you in the direction of those over whom you have charge." (Mediation No. 33).

Brother MALACHY YATES, fsc St. Cassians 16 Roma Avenue Kensington, 2033 New South Wales Australia

Indeed it seems an ideal arrangement for all concerned.

What is illogical about the proposed Bill is that it will do nothing for those teachers, parents and children unlucky enough to work or live in areas where corporal punishment has been banned by the local education authority. There is nothing these parents can do. They can opt out but not opt in. To be fair, the legislation should also make it illegal for L.E.A.s to impose a ban on the cane and ensure the matter is left to headteachers to decide.

STEPHEN DONNE DAVIS 7 Lumsley Road Cheam

It surely children are punished in different ways all the time. A reader has already pointed out that boys and girls are not punished in the same way. At some schools boys are given the choice of suspension or the cane, and nobody considers this unworkable.

"Sex Bias" reply

Sir - I wish to draw your attention to the inaccuracies contained in the article "Girls win sex bias case" (TES, November 16).

1. Sheila Sivkovet was not interviewed for a place at Newstead Wood School. Her parents did not submit an appeal. She has not been offered a place at any time.

2. Michelle Tey did apply to Newstead Wood. She did well enough in the examinations to be interviewed for a place, but was only placed on the reserve list.

Her appeal on the grounds of the effects of sex discrimination was unsuccessful and therefore she remained on the reserve list.

A place was subsequently offered a year later when a vacancy occurred because a pupil moved away from the district.

Michelle's parents then decided not to move her from her present school. I am particularly concerned that your reporter stated that an appeal regarding a place at Newstead Wood School had been successful, since this implies that the governors of this school had been found to be unfair in their judgement. In fact, the appeals tribunal found the reverse to be true.

VALERIE SMITH Headmistress Newstead Wood School for Girls

The information regarding Michelle Tey's appeal came from Bramley Chiswick. A spokesman for the authority has since confirmed their position: "As far as the authority is concerned, the girl was ultimately successful in getting a place at Newstead Wood School and as far as we're concerned that constitutes some measure of success in her appeal." - Editor.

Letters for publication should be kept in an envelope and typed on one side of the paper only. The Editor reserves the right to cut or amend.

LETTERS

Open references

Sir - Having worked for some years on producing fair confidential reports for students' first appointments, I was interested by Peter Brown's article about open references (TES, November 2). The idea is not new and the schools' reactions could have been predicted.

Their problem is that the profession's demands and assumptions are too often incompatible. Schools need frank, judgemental accounts of students and yet a confidential report mentioning weaknesses (which one might expect to be inevitable and normal when a student is still in training) is sometimes assumed to be a coded message not to appoint. This is, surely, a more important issue than open reporting.

One of Peter Brown's points is puzzling. He thinks that his open reports were more full, valid and reliable than confidential reports would have been. Does this follow? Confidential reports based on schools' and tutors' reports which have been openly discussed with students are surely just as full.

If his reports "largely omitted" judgments, one can see why schools were not entirely happy. They need the assurance that we are prepared to give our unreserved professional opinions (knowing that we are not claiming to be infallible), suspect that only confidentiality has any prospect of conveying this assurance.

W. ETHERINGTON Senior Fellow School of Education East Anglia University

Hard on software

Sir - Ever since Richard Noss wrote his piece in the four versions of LOGO for the BBC microcomputer (TES, September 28) your pages have been littered with responses from commercial companies who feel they have been criticized unfairly.

For goodness' sake, this journal is supposed to be about education and as such should publish letters aiming to discuss educational and educational issues and not aiming just to make money for special interest groups.

In such a journal, it is quite proper that a professional review of a product or products (be they books, hardware or software) be made in order that we as consumers have guidance as to what we might buy. However, for one do not then want to read advertisements posing as "replies", especially when they make such ludicrous claims in support of their products as "it is easier etc..."

As a researcher using LOGO in schools I know that nobody has "tested" LOGO in the sense implied, that is, as to whether children prefer one sort of syntax to another. If children love LOGO it is not because of a semi-colon here or a comma there. We as academics must argue the

point: they will know of children with mild and uncomplicated physical and health difficulties.

Teachers in ordinary schools generally know very little of children with moderate and severe sensory loss; they know very little of children with moderate and severe physical disabilities; they know very little of children with severe mental handicap; they know very little of children with complex difficulties. Equally, they know very little about the appropriateness of curriculum for the above groups. These statements are not pejorative; they are fact.

Children with moderate, severe and complex difficulties will not learn in ordinary schools purely by the social association of one child with another. As my mentor and guide, Dr Marie Roo, has often stated: teachers must address themselves to the curriculum level of the child and then to the disability.

If teachers in ordinary schools wish to address themselves to the needs of children with moderate, severe or complex difficulties, they've got to get with it. The teachers cannot be de-skilled and patronized because they haven't the skill (yet) and there is nothing to patronize (yet).

Teachers with high degrees of specialist knowledge and skill are rare in the fields of visual and hearing impairment, physical disability, moderate and severe mental handicap, and complex disabilities. Because of the implications of the 1981 Act, some of these teachers are endeavouring to support and enable the work of their colleagues in ordinary schools. This should be applauded, not attacked.

No teacher is an island. We all long for the day when all teachers everywhere will be universally knowledgeable and skilful but it will not be in our lifetime, or the next, or the next. As teachers, let us show magnanimity and respect for each other's work.

GEORGE CROWTHER Little Hill Colley Manor Drive Reigate Surrey



Muslim schools - any segregation is divisive

Sticking together

Sir - The letter from Yusuf Islam about the proposal to open Muslim schools in the state system (TES, November 9) reads persuasively but becomes misleading as it shifts from statements of fact to assertions of value.

He is right to say that the Education Act of 1944 entitles religious communities to open their own schools in the state system, which is what Christians and Jews have done. But he is wrong to say that this is not divisive. Of course it is divisive to segregate groups of children not only in their separate communities but also in separate schools up to the age of 16, 18, and of course such a system encourages the development of religious (and racial) ghettos. The salient example of this pattern in the United Kingdom may be seen in Northern Ireland.

NICOLAS WALTER Rationalist Press Association 88 Islington High Street London N1

This is why the humanist movement has always opposed the existing Christian and Jewish schools in the state system, and now opposes the proposed Muslim (and Hindu and Sikh) schools. In our increasingly pluralist society, educational apartheid should surely be reduced rather than increased.

He is right to say that Islam is addressed to all people, as indeed are many other religious and political faiths. But he is wrong to ignore the danger of such a universal message being transmitted in the exclusive schools of a religious (and racial) minority. A more acceptable universal message is surely that all children should be educated together as part of learning to live together.

CELIA HOYLES Professor of mathematics education University of London Institute of Education 20 Bedford Way London WC1

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(0034)

Alarming delay over oral testing

Sir - The succinct statement made by Mr Dines (TES, November 9) concerning the position of the Secondary Examinations Council helps to clarify the position of examining in oral English.

However, what it reveals about both Sir Keith Joseph's attitude and the work of the APU is of greater consequence than Mr Dines' modesty. The fact is that both of these parties have shown themselves more willing to reinforce the doubts about the practicability of conducting oral assessment than to make positive statements that ways must be found of ensuring that this is part of any GCSE certification.

Such an attitude towards an essential element of English is alarming and contrary to the emphases of all recent and HMI publications. In particular, as far as the APU is concerned, the longer the delay in publishing a survey concerned with talking and listening in secondary schools, the more it will be presumed that oracy is not really important to assessment procedures.

Why this delay? The Bullock Report asserts that the logistics of monitoring oral assessment "would be challenging, but not as formidable as might first appear." The subjectivity of speech has been cited as a problem, and a hindrance to its testing. However, as Harold Rosen, in *The Language Monitor*, has quite rightly pointed out, the APU is concerned only with "the supposedly less subjective business of testing the testable." The need for oral testing in the GCSE for assessment purposes is therefore being overshadowed and doubted simply because of the limitations of the APU.

Is talk any less "testable" than reading or writing? It is often assumed to be so. Yet in 1966 the Schools Council stated its finding that "oral examining can be assessed more reliably than can written essays".

It then, in its later wisdom, the APU prefers the Bullock comment that

"additional variables make this (the monitoring of oral testing) a less dependable device than the corresponding procedure in writing", whose evidence do we wish to accept? The research-based conclusions of 1964 and 1966, or the consensus opinion of Bullock in 1973? The absence of recent research does not help.

The most disturbing aspect of all this is that, despite the successful organization of oral examinations in English by all the CSE boards, there should be great doubt that such assessment is viable, purely because of the preoccupation with the problems of national monitoring.

If assessment can be differently organized and handled as part of a regional examinations system, then why may we not acknowledge this and enhance the credence of oral assessing, instead of implicitly ignoring the valuable experience of the last 20 years of the CSE?

I would not think that there is need for equivocation. Surely this is an area where the Secretary of State could effect immediately the raising of attainment which he so earnestly desires, simply by investing some importance in the value of oral assessment. Inclusion of the previously unexamined range of GCE candidates could bring about a dramatic improvement in results through their very presence in the system. No school leaver's profile would be complete without some form of oral assessment.

JONATHAN STOCKER
Crown Hills Community College
Gwendolen Road
Leicester

Scottish lead

Sir - I agree with the writers of "Worrying whispers" (TES, Letters, October 19); if spoken English is not included in the final assessment and grading for GCSE, it will be a devalued element.

It is a brave or rash man, indeed, who will take to task another's use of language without first ensuring that his own is impeccable. There is much room for improvement in Arthur Sefton's article "Should Do Better" (TES, November 16).

It bristles with clichés (to use a cliché: "the very next sentence is a beauty", "top of the educational pyramid", "something of a bugbear", "there is a royal road", for example).

The telescoping of syntax leads to semantic confusion, "lack of space and tedium" - no lack of tedium in this article, alas - and lack of concord suggest a writer not fully in control of the structure of the language: "examples of unseemly grammar that too ironically mars the paper" where the true antecedent of "mars" is "examples" not "grammar", and "a *literati*" where we have a hybrid of a necessarily singular Anglo-Saxon article with a Latin plural noun.

Mr Sefton has a taste for mixed metaphor, "a plethora" can "stud" the pamphlet, while "ears of moderate sensitivity" are capable of "savouring", and a predilection for tendentious emotive language which I suspect, substitutes for sense and argument, words, phrases, sentences are "fatuous", "detestable", "ludicrous", "mindless", "slovenly" and "abominations". Gerund and gerundives are about the only things that come in for approval.

Mr Sefton should, perhaps, worry less about Cuthbert's coming, and strive more for Gerunds' going.

V F SLADE
40 Town End Lane
Lapton
Huddersfield

Spreading the net

Sir - Why stop at teachers? Why not have a Grand Design for Assessment, to include education officers and their administrative colleagues, and politicians at both local and national level, including the Secretary of State himself? After all, they too are part of the educational enterprise.

GEOFFREY THORNTON
17 Meadow Walk
Ot Abington, Cambs

Arts and science

Sir - What a contrast! Eric Bolton tells us (TES, November 2) that maths and science suffer from "too great a concentration of expertise in the arts and humanities" - whereas David Holbrook criticizes the short-lived nature of Sir Keith Joseph's passing interest in arts and humanities.

As a teacher who has worked in both the sciences and the arts it dismay me to watch the killing of the old education.

Labor pains

Sir - I noted with interest the advertisement for the post of chief education officer in Staffordshire (TES, November 16).

The successful applicant for this post will need very special qualities if he is to be happy in his work.

He will have to be prepared to work with a Labour-controlled education committee that, for example, ignores the recommendations of the chief education officer and proposes for closure the five-year-old Weston Road high school in Stafford while retaining

We communicate far more frequently by speaking than we ever do by writing, and to allow written-English teachers, with an axe to grind, to decide on the final form of the testing is very disquieting. If they have no experience in deciding what are the examinable facets of spoken English, there are plenty of people who have.

All the students in this college on the Manchester University Teacher's Certificate course for intending lecturers in further education take an English examination, at the end of the course. Over the past few years there has been a compulsory oral element in the examination. Prior to this the secretarial studies students shone, at the expense of the building, engineering, health visitor and nurse-tutor students, but since the change of examination pattern the students have found the method of assessment far more to their satisfaction and we feel that the results now reflect their capabilities.

Are we to let the Scots show us the educational way yet again? They intend to test not only in talking as well as in writing, but in reading and listening, in their Standard Grade examination.

FRED SLACK
Senior Lecturer in Oral Communication
English Section
Department of Teacher Education
Bolton Institute of Higher Education

Worthwhile

Sir - I'd like to endorse many of the comments of Michael Ferguson "Gnomes of Oracy" (TES, November 16). Unless oracy is included within the assessment of English at examination level its status and indeed its importance will not be nationally recognized.

My experience is mainly of the CSE oral examination both as a teacher and as a moderator. I realize there are problems both in assessment and the

Home-teaching

Sir - Recent correspondence in this paper and others has suggested that home-teaching is a service offered, in various forms, by a large number of education authorities. However, its existence is often unknown and the nature of its work is too often misunderstood.

Organizers of home tuition in the local education authorities of the West Midlands now meet regularly, and together we hope to compare methods of dealing with the types of problem we encounter (for instance, with pregnant schoolgirls, suspended pupils, school phobias as well as the teaching of the physically sick child) and organize suitable in-service training.

We are also interested in compiling a directory of home-teaching throughout the country and I would be delighted to hear from other organizers. Initially we require only very basic details but organizers may later feel that a much wider exchange of information would be welcome.

T V AITKEN
Head of Home-Teaching Service
Vauxhall Gardens
Barrack Street Birmingham

Sound foundation

Sir - Many teachers of young children must have read Mr McKee's letter (TES, November 16) with growing feelings of antagonism towards heads of art who apparently feel that they are the only people qualified to teach the subject.

Teachers of very young children have for years been laying unquestionable sound foundations of art skills, techniques and appreciation. Art activities with young children require careful and often extensive preparation both practically and aesthetically and most teachers of the three to eight years age group will not take kindly to having their efforts described as "play or a fill-in lesson".

As a majority of adults will pursue art basically as a recreational activity and not as an education, surely it is highly desirable that art should be enjoyed by children in a relaxed environment and linked with play if they are later going to do justice to art as adults?

I would contend that as many children as have been "put off" art by non-specialist teachers are matched by those who could not, through no fault of their own, match the over-enthusiastic expectations of expert art teachers.

Many young children, under the guidance of strictly non-specialist art teachers, produce observational drawings, paintings, pastels, charcoal, collage and 3-D art of a very, very high standard and thoroughly enjoy the variety of experiences and expertise developed in the process.

JANET MOYLES
Headteacher
St Margaret's CE First School
Wolston

between Stoke-on-Trent and the rest of the county.

The present chief education officer and his team have attempted to manage the reduction in pupil numbers and resources with sensitivity and professionalism and I join with colleagues in wishing Mr Tom Hensley a long and happy retirement. I hope that his successor will continue to enjoy the support of his team but may also receive the due professional respect of the politicians.

time consuming factor on staff, eg staff "cover" required for moderators. Nevertheless, my experience of the situation has left me convinced of the value of the oral component; indeed, I would like to see it central to the English curriculum.

The value of recognizing oracy, despite its difficulties of assessment, needs to be stressed, especially for the less able pupil with reasonably good oral skills but less good written skills. Why should such a pupil be discriminated against?

In my experience many "borderline" candidates are orally skilled when talking about their own interests. Without a chance to show their all-round English skills within an examination that recognizes oral, aural and written skills many are doomed within the confines of the written word. Aural examinations should be included as well as, not instead of, oral examination.

Other effective, efficient methods of assessing oral skills need to be researched. The recognition of speech and the meaningful use of language, the value of talk is so necessary if students are to value and try to improve their own standard of speech.

If oracy is not to be examined within the English GCSE examination then the very worthwhile work of the CSE boards to date, and indeed some GCE boards and the experience and knowledge of the existing examiners and moderators will all be lost. What a waste!

English will return to the skills of the hand, not to the combined skills of the ear, mouth and hand. The implications for the pre-examination classroom practice and the ramifications are obvious. If this happens it will be a retrograde step.

MARIA LANDY
Head of Remedial Department
Humberston Comprehensive
Grimsby

Needs of all

Sir - The TES's page 2 (November 2) makes fascinating reading. On one side is an article by Arthur Hearn discussing AS level proposals. He opens with a quotation: "A realistic way of breaking free from the restrictive range of subjects which has stereotyped the education of our able young people for far too long."

On the other is a comment on Senior Chief Inspector Eric Holton's contribution to the NUT primary conference at Stoke Rochford in which he appeared to be developing his advocacy of introducing more specialist teaching of subjects in the upper classes of primary schools.

If the evidence from higher education admission tutors and from the Youth Training Scheme is that subject-based teaching has its limitations, does it not strike anyone else as decidedly odd that there should be influence seeking to base curriculum planning on this principle for those of an ever younger age than at present?

Undoubtedly, some children are under-stimulated intellectually and in other ways, and these children would benefit from lively teaching by those with more specialized knowledge or skills than the average primary class teacher can be expected to offer. It by no means follows that we should reform the whole basis of primary curriculum planning, if by so doing we place teachers in a position in which they are less free to respond to the special needs of all their pupils.

I F ROLLS
Head of School of Educational Studies
Portsmouth Polytechnic

1944 AND ALL THAT

In the first of a series looking back on secondary education since Butler's Education Act, Harry Judge recalls how exam reform has been the barometer of changing attitudes.

How come, an American friend asked me recently, "that whenever I visit in England everybody talks about strikes and examinations?"

His observation is, of course, correct and has been for a very long time. There is nothing new about either of the insular obsessions. Strikes are obvious - but examinations?

Years later, employers wanted only to know how many O levels you had, and granted specially when CSEs were introduced. For the rest of the year, it is impossible to go into the minutiae of an endless list: "Bristol says two

As and a B, I'm holding a second offer on C-C-A, they say he may miss a B..." as the family murmurs die away.

Then, at the end of one line at least comes the Big Bang of Finals. Forty years on, men and women are remembered in some places for the class of their degree; nothing much can alter after that. A third-class man remains for every a third-class man, whatever airline ticket he buys.

The extremity of these attitudes is peculiar to Britain. Of course, young Americans fuss about particular examinations, just as the Japanese commit suicide in a competitive frenzy, or the French and Germans worry about their school leaving performance. But what remains special to these islands is an abiding concern with national examinations, with a thorough system that bites into schools at two stages (16-plus and 18-plus), and an Alice-in-Wonderland devotion to "examinations for all" - even if, like the jam, they are not yet here. But they soon will be, and perhaps even in 1988.

The growth and change in examinations since the great 1944 Act reflect mutations in the schools themselves, and in what society expects of them. This is why reform is always so difficult and contentious. For seven years after the Act, and while the new secondary moderns began to sprout, the old arrangements remained in place. The Schools Certificate and the Higher School Certificate, but especially the former, were well-tuned to the purposes for which they had been designed in 1919. The School Certificate was taken by that minority of 16-year-old pupils who had won grammar school places at the age of 11.

That was simple.

Moreover, it was not just a single-subject examination and a candidate, in order to be successful, had to pass in the same season five successful, drawn from different groups. So the subjects, drawn from different groups, so the examination was at one and the same time highly selective in character and a device to inhibit premature specialization. That was what it was for, and it did the job.

This was obviously not good enough for the expansive postwar years, and the shape of reform had already been outlined in the Norwood Report of 1943. The underlying assumptions were at once optimistic and limited, and if, both senses, well-tuned to the grammar/secondary modern system.



Nicholas Edwards... poor example.

Invisible man

Sir - The Welsh Secondary Schools' Association - representing the views of more than 200 headteachers throughout the principality - deplores the recent action of Mr Nicholas Edwards, Secretary of State, in refusing to meet the Parent Teacher Association of Wales (TES, November 2). At best this implies a certain unjustified complacency, and at worst a sad dereliction of duty. It is also an extremely poor example of public service from an elected representative.

There are considerable problems facing the schools of Wales at this moment which can only benefit from open discussion and debate between Government, teachers and parents.

While expressing our surprise at the reluctance of Mr Edwards to meet his own voters, we are delighted to report that, in fact, PTA Wales officers have been offered a meeting with Sir Keith Joseph's representatives at Westminster in the very near future. How strange that they are welcome in London but not apparently in their own homeland by their own minister.

Before we all lose confidence in his ability and understanding of matters educational, will the invisible man of Welsh politics step forward, please, and reconsider our simple request? M J PUGH
Secretary
Welsh Secondary Schools' Association
Croesyceiliog Comprehensive School
Cwmbran
Gwent

MISSION IMPOSSIBLE

The Secondary Examinations Council working groups have recently been convened and have been given the task of producing grade-related criteria for all of the grades in 10 GCSE subjects. Already it is reported that the English group is of the opinion that its task will be impossible unless it is allowed to make changes to the national criteria for the English examinations which have already been the subject of lengthy negotiations.

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In the first of a series looking back on secondary education since Butler's Education Act, Harry Judge recalls how exam reform has been the barometer of changing attitudes.

How come, an American friend asked me recently, "that whenever I visit in England everybody talks about strikes and examinations?"

His observation is, of course, correct and has been for a very long time. There is nothing new about either of the insular obsessions. Strikes are obvious - but examinations?

Years later, employers wanted only to know how many O levels you had, and granted specially when CSEs were introduced. For the rest of the year, it is impossible to go into the minutiae of an endless list: "Bristol says two

As and a B, I'm holding a second offer on C-C-A, they say he may miss a B..." as the family murmurs die away.

Then, at the end of one line at least comes the Big Bang of Finals. Forty years on, men and women are remembered in some places for the class of their degree; nothing much can alter after that. A third-class man remains for every a third-class man, whatever airline ticket he buys.

The extremity of these attitudes is peculiar to Britain. Of course, young Americans fuss about particular examinations, just as the Japanese commit suicide in a competitive frenzy, or the French and Germans worry about their school leaving performance. But what remains special to these islands is an abiding concern with national examinations, with a thorough system that bites into schools at two stages (16-plus and 18-plus), and an Alice-in-Wonderland devotion to "examinations for all" - even if, like the jam, they are not yet here. But they soon will be, and perhaps even in 1988.

The growth and change in examinations since the great 1944 Act reflect mutations in the schools themselves, and in what society expects of them. This is why reform is always so difficult and contentious. For seven years after the Act, and while the new secondary moderns began to sprout, the old arrangements remained in place. The Schools Certificate and the Higher School Certificate, but especially the former, were well-tuned to the purposes for which they had been designed in 1919. The School Certificate was taken by that minority of 16-year-old pupils who had won grammar school places at the age of 11.

That was simple.

Moreover, it was not just a single-subject examination and a candidate, in order to be successful, had to pass in the same season five successful, drawn from different groups. So the subjects, drawn from different groups, so the examination was at one and the same time highly selective in character and a device to inhibit premature specialization. That was what it was for, and it did the job.

This was obviously not good enough for the expansive postwar years, and the shape of reform had already been outlined in the Norwood Report of 1943. The underlying assumptions were at once optimistic and limited, and if, both senses, well-tuned to the grammar/secondary modern system.

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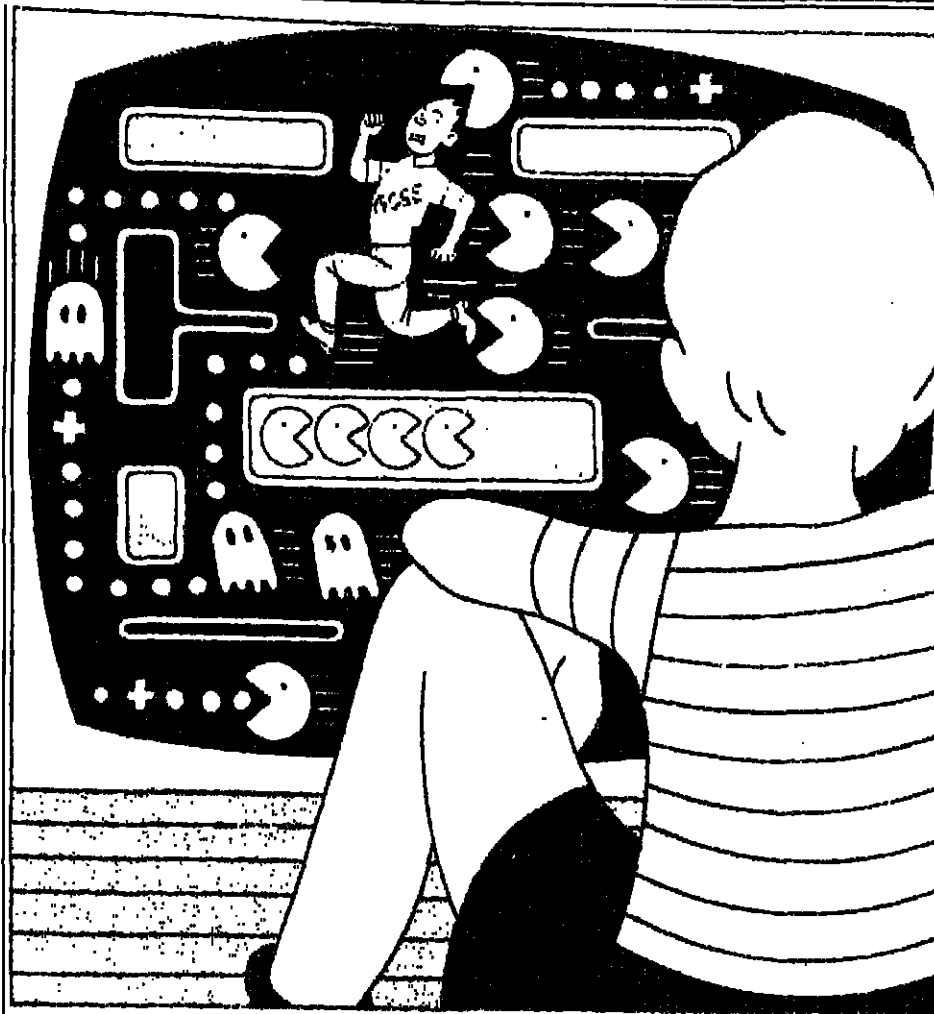
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FEATURES



We cannot hope to change the whole foundation of 16 plus exams by the 1986 deadline, Roger Murphy argues.

MISSION IMPOSSIBLE

Limited, because public examinations would be only for the grammar school minority. Optimistic, because it was assumed that the rest would be willingly "free" of examinations while even the minority would take as few as possible. Able youngsters were expected to by-pass O levels in subjects they were taking at A level, and to follow a full seven-year course.

The world was not, and could not be, like that. Grammar school pupils left school in large numbers at 16-plus and so a full-dress examination at that age grimly survived. Even more important, secondary modern pupils - or at least their parents and teachers - refused to be "liberated" from examinations, correctly perceived as necessary passports to social and economic promotion.

In increasing numbers, they crowded into the market - staying on at school, let it be noted, at least one extra year to take O levels when they were 16 or older, and entering for all kinds of other semi-official examinations.

All this was untidy, and probably unfair into the bargain. In a spectacularly short-sighted reform, achieved only a few years before the minimum school-leaving age was to be raised to 16, the CSE was introduced. It, too, was born of a liberal optimism - here at last was an examination that would not be repulsive, that would follow and not lead the curriculum, that would be run by teachers and not by ossified universities. It had, as a matter of principle, to be an examination that was separate from the GCE.

Once again, noble if innocent aspirations were frustrated by forces outside the control of the educational establishment. Powerful social pressures generated the comprehensive school (notably after 1965) and, after some hiccups, the raising of the school leaving age in 1973.

The country was then left with a system that could only be described as silly. Most pupils were for good or ill now in comprehensive schools - not grammar/GCE and modern/CSE schools - and all of them were obliged to stay on until they were 16. But not even the newly minted CSE was suitable for all pupils: for the least able nothing was on offer, for many average pupils there was not much while for all CSE pupils there was the public certainty of being classified as "not GCE".

A dual system designed in good faith had rapidly become inappropriate to a fundamentally modified pattern of schooling, and to the social changes of which it was part.

That was obvious. But it was not at all clear how the system could be changed, and by whom. The Schools Council (born 1964, died 1983) laboured unsuccessfully at hammering out an acceptable compromise. GCE standards had to be maintained, the virtues of the CSE preserved, the vested interests of all the examining boards protected, and the examination had to be more available to all 16-year-olds. Only a Secretary of State could square so obstinate a circle, and that - with a little help from his friends - he is now doing. In 1988 we shall greet the GCSE, an honest attempt to reconcile the egalitarian principle of "examinations for all" with the realities of life in a competitive society within which examinations as a selective device have long been embedded.

Some of us, while wishing the infant well, will wonder how much has been learnt from the story of the place of examinations in secondary schools over the past 40 years. That is why local initiatives - notably the Oxford Certificate of Educational Achievement - have recently flourished as part of an effort to undermine the dogmatic assumption that we must have a single national examination for some (1951), most (1973), all (1988) 16-year-old pupils. 1988, running in a straight line from 1944, may represent the last heroic attempt to keep such a system and by 1999 there may well be no "school leavers" at 16-plus.

But the important point is that examinations should be seen as indices as well as determinants of what happens in secondary schools. From there we can learn a great deal about changing attitudes to competence, standards, selectivity, competition and comprehension. Without them the story of British secondary schools in the last four decades would make no sense at all.

Harry Judge is director of Oxford University's Department of Educational Studies and a former head of Banbury school. His recently published book *A generation of schooling* (Oxford University Press £3.95) looks back over English secondary education since 1944.

Next Week: Professor of Ending selection.

This can be seen as the first sign of the cracks that will open up as the demands of grade-related criteria expose the inadequacies of the current proposals as the basis for a system of criterion-referenced assessment.

As the working groups get further into their deliberations it will be remarkable if they don't stumble upon a whole range of intractable problems such as: whether or not national agreement for such important criteria can possibly be arrived at in such a short time span, whether it is indeed possible to reduce the broad and diverse aims of many of the GCSE syllabuses to a bald statement of criteria for each grade, whether or not assessment techniques can be developed to test the criteria if and when they are developed, and the extent to which the criterion-referenced principles will have to be compromised in order to award any GCSE grades at all.

... the first sign of cracks as grade related criteria expose the inadequacies of current proposals

These are just a few of the problems that will be familiar to those who have had previous experience of attempting to construct criterion-referenced systems of assessment. They aren't the sort of problems that can be solved by the wave of a magic wand, and it is dangerous to think of the development of grade-related criteria as just one more hurdle that needs to be overcome in order to get the GCSE show on the road.

Here we have a proposal to alter completely the whole foundation of the present public examination system. It is a development that many would want to support, but if it is injected into the existing GCSE proposals without due care and attention, as it appears that it may be, then GCSE could quickly become just one more discarded public examination within a very short time indeed.

It is probably already too late to delay the start of GCSE until after 1988, but it surely isn't too late to put aside the idea of introducing grade-related criteria into the syllabuses in 1986. The GCSE skyscraper is more or less complete, and if we are to go ahead with the opening ceremony in one year's time then it would be wise not to go any further with the current plans for replacing the foundations. Starting to draw up plans for re-development in the 1990s would not, however, be out of the question.

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Hardly trying

Efforts grades let teachers off the hook, Sue Newton and Barry Newnham find.

Effort grades in reports are the traditional consolation for the weak who "try hard but lack application". At the same time, they are the scourge of the idle able who "can but won't".

Quite properly reluctant to judge a pupil solely on results, teachers welcome the effort grade as a way of praising personal endeavour and pointing out the importance of the right attitude.

The effort grade attempts to compensate for the unfairness of the world: why should the talented but indolent John carry off the prizes, when the industrious but pedestrian Wayne has just scraped his CSEs? The effort grade eases the conscience.

But is it really as useful and as consoling as it sounds? In a recent review of 300 third-year reports, we studied the relationship between

comments and effort grades on a scale A to E. On the surface, these reports were informative and conventional. Three of four sentences of comment were concluded by recent test marks and an effort grade.

Effort grades we found, were often ability grades in disguise. Sometimes it was quite blatant: "Sharon obtained a low result last term and her classroom exercises revealed a lack of understanding of the topics covered. Her practical work needs some attention and the homework set has not always been attempted with the interest required at this level. Sharon has not achieved a good O level standard and must improve if she is to continue the course".

The only reference to effort is the lack of interest in homework. Is it fair to assume that Sharon's torpor is a result of little effort?

The underlying belief that concerns us is that effort is an independent impulse which can be tapped by pupils at will, and which can be measured rather like reading a thermometer: "Julie has made a lot of effort"; "Leonard has made some effort"; "Jason has made little effort".

It seems as though effort is an independent faculty that can be recruited regardless of context. This outlook disengages teachers from the responsibility for laziness, poor motivation and boredom, and their own failure by placing unrealistic demands on pupils simply to try harder, to pluck effort out of thin air.

So many reports imply that with just a little more effort the child would reach greater academic heights. There is little attempt to tackle the other causes of learning blocks and disaffection in the classroom, for example, inadequate reading skills, poor spatial sense, poor teaching, incorrect setting, inappropriate lesson material. The effort grade lets the teacher off the hook by explaining away the failure to learn.

Then there are the private conventions which operate in the awarding of effort grades, most of them ensuring that the majority of pupils take home bland and unremarkable reports. One or two teachers ("hard markers") brace themselves and give marks intended to spur their pupils on to do better. Others mark high to encourage.

Julie, who is rated as making efforts well above average in her metalwork set (a notoriously tricky group), is rated as making less than average efforts in one of our more enthusiastic and talented history groups. Sometimes the efforts being measured are anything but the pupils' — they might be a reflection of the class make-up, a

quirk of the timetable, of the competence of the teacher, or of forces beyond the child's control.

Not least of these forces is the teacher's expectations. The sexes are commanded by certain aptitudes: girls for being "neat", careful and conscientious and boys for being lively, enthusiastic and perceptive in discussion. How odd it must seem that so many of the D and E grades are reserved for those who are too "talkative" and too "lively".

Overall, it seems to us that effort grades do little to help pupils who fall short of our ideals. Unable to turn on the faucet of "effort", pupils give up — frustrated. Perhaps all reports should have an obligatory section entitled "how you can do better", which would avoid the complacency of effort grades and give the pupils a realistic objective.

At other times, the link with ability is more insidious, for what passes as effort is in fact a code of behaviour associated with academic success of a peculiarly narrow kind. This pupil is a writer rather than a maker, a listener rather than a talker, and is quick with ready answers. Pupils who are talented in the active and creative disciplines, who are quick to question, object and initiate, who decline to suppress their disaffection, are marked down, not for effort, but for what they are. Is it behaviour and not effort that we measure? And are we retaining a rather narrow, traditional academic interpretation of good behaviour?

Sue Newton and Barry Newnham are third-year tutors at Linherhorne School, East Grinstead, West Sussex.

The sums of the parts

Peter Cornall checks the arithmetic of the Government's latest curriculum plan

The Department of Education and Science's note on the 5 to 16 curriculum may lead to a Revised Version of the authoritative policy statement, *The School Curriculum*, which has held the field since 1981. Last week, I suggested that the note needed considerable improvement if it was to command respect, and to confirm a pattern of broad general education to 16 with the strength to contain pressures for vocationalism, instead of being thrust aside by them, to the detriment of many students of 14 and over. Many TVEI schemes, launched where commitment to the large-core curriculum was strong, and ingenuity at a high level, have proved that a vocational concern is compatible with the comprehensive ideal.

We need a better, clearer statement than that, purged of ambiguities, and making only demands which are mutually consistent. It must, in particular, get its sums right, when allocating that least tractable of all resources, time.

To test general statements against precise circumstances always makes good sense; and there can be wisdom in going further, and applying a test of this sort at the point of greatest stress. In planning the secondary school curriculum, this point of deepest dilemma concerns the course patterns of the more able and ambitious pupils in years four and five.

Such boys and girls, encouraged by parents, are eager as a rule to follow an intense programme of study which can lead them into extremely demanding courses after the age of 16: some may be indifferent to narrowness in their curriculum, believing that their future career-range is decided; others will share with many of their teachers a strong preference for keeping open the widest possible choice.

For both groups, as for all their contemporaries, there are other powerful arguments in favour of much learning which is common to all, because it reflects the needs of the personal, civic and international future which they will share.

We cannot go straight to the arithmetic of the curriculum week: imprecisions and honest uncertainties in the note make some preliminary work necessary. The assumptions which follow are of course open to question: I offer them only as steps toward a clarification of the particular curricular problem of years four and five. Once this has been exposed, with their help, those who wish to do so may substitute alternative assumptions and adjust my conclusions accordingly. For the moment, they will serve, as we try to take account of every expectation about the curriculum for 15 and

16-year-olds which is expressed or implied in the note.

● Science: whatever form a sufficiently broad science course takes, it will require the time of two traditional "subjects" (section 19).

● Physical education: this will continue to be, as it is in many schools, a "constrained option" for this age-group, offering a range of activities (section 28).

● Religious education: this will be associated with, but not submerged by, the health, careers and social education, which section 29 calls essential, within a modular course given the same time and status as other elements in the curriculum (section 18).

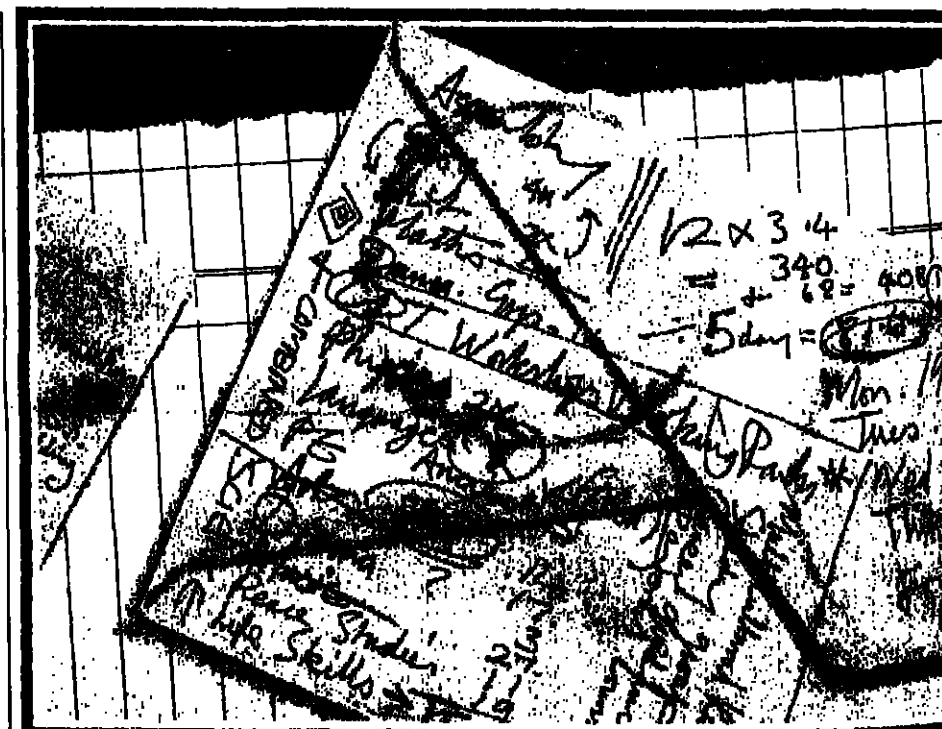
● Environmental education, and issues of peace and war, referred to in section 29, will find a place within other courses: the former certainly in science and humanities, the latter in English, humanities and religious education.

● Personal qualities, desirable modes of behaviour, study skills, familiarity with widely shared values (section 5) — all cross-curricular elements of importance — will be learnt through the specific courses and through the general life of the school.

● Pre-vocational studies, given special but ambiguous mention in section 27, will be regarded not as separate courses in their own right, but as a type of approach, even a kind of syllabus or linked pattern of syllabuses, which may be particularly evident in, for example, English, science, CDT and mathematics. Our ability, during the next few years, to interpret pre-vocationalism in some such sense as this, within the large-core curriculum, and not in opposition to it, is absolutely crucial. If there existed a serious intent to challenge common education to 16, it is here that the wedge would be placed to split the heartwood. Inflexible attachment to accepted notions of "subjects" will do nothing to avert the blow: we have only one ultimate duty — to the basic purposes of the curriculum, and they have always included a profound respect for the vocational.

● The final assumption we must make is about the number of courses for which a secondary school timetable can reasonably make separate provision, bearing in mind the demands of an external examination course. My suggestion is that we assume 10 courses, each occupying 10 per cent of the week. The note's idea of 15 per cent for "unconstrained options", in section 30, is curious because this share of time seems too much for one course, and too little for two.

Can we now reconcile the note's ideas, qual-



ified by the assumptions above, with a curriculum for able and ambitious 15 and 16-year-olds which allows 10 courses? The first steps are fairly easy:

- 1 English
- 2 Mathematics
- 3 Science (combined or modular)
- 4 Science
- 5 Foreign language
- 6 RE, health, careers, social; probably a modular course
- 7 Physical education

At this point we had better pause, because we have only three places left, and we still have to meet the hopes of section 22 (history, geography and basic social awareness); section 23 (aesthetic subjects); section 25 (CDT). There is also a requirement in section 21, on foreign languages, which will apply with special force to the able and ambitious: some pupils should study a second foreign language for two or three years, a period which surely must include years four and five.

Into three places, six will not go. We can turn to our humanities teachers and ask of them (although on less generous terms, they may feel) a similar response to that which is asked of science teachers — to prepare and to teach either an integrated or a modular humanities course, with an opportunity for single subject syllabuses to be available as options.

This represents one way of answering the question posed in section 22 of the note: is it acceptable that any of the three elements, history, geography and basic economic awareness, can be dropped in years four and five? The other answer is, presumably, to assume some sort of educational equivalence in these three studies, so that any one of the three will in some sense "do". Is there anyone who truly believes this?

We can, with reluctance, combine the very welcome music/art/drama requirement of section 23 with the CDT aspiration of section 25, and offer these ambitious pupils a single aesthetic and practical "constrained option". Here too we can

include the home economics which section 28 requires us to accord optional status in years four and five.

- 8 Humanities (integrated or modular)
- 9 Aesthetic/practical (constrained option)
- 10 Second language or single subject from humanities (unconstrained option)

Alternatively, recalling the enigmatic word "additionally" in section 1, we might conceive to make the second language an extra course, which blocks access to no other course. This may be acceptable where numbers are few, but hardly in Wales, or in any schools where demand is heavy. Yet one must ask — do we allow tradition and travelling arrangements too much force as constraints upon our curriculum? It is natural, or is it peculiar, that the minimum level of pupil-teacher contact should also be the maximum?

With rather less ambitious pupils, the dilemma faced by the "large-core" planner is only marginally less severe: second and even first foreign languages are less sought-after, releasing time for more practical or aesthetic studies or for more time with humanities. But a 20 per cent science allocation is almost certain to become a national target for all, although one guesses that the definition of science will become less "pure", and to closer links with technology, all meeting the wise concern of section 24 for the application of knowledge and skills.

This short article seems to have concentrated upon the details of a curriculum for a minority, this has sprung from no narrowness of concern: it is an effect of the capacity and ambition of the minority to test our commitment to a curriculum which has its origins in a clear view of pupils' long-term needs, rather than one which reflects a more limited vision of what it may be convenient or expedient to provide.

Peter Cornall is senior county inspector of schools in Cornwall.



The proof of the pudding

The unpleasant fact, which neither the opponents nor defenders of the Youth Training Scheme appear to like, is that there seem to be no valid generalizations about the YTS. There are very good programmes and very bad programmes and a range in between.

Likewise, post-YTS employment figures are also going to vary greatly. Some of the very best programmes may end up with the worst records of subsequent employment because of geography or industrial trends or the nature of the work experience provided.

The simplistic black-and-white propaganda which has characterized most public discussion on the scheme has largely ignored this considerable variation and done little to advance positive developments within individual programmes.

The policies and objectives pursued by the various managing agents have also been different. The standard description of the scheme — that it "provides a high quality integrated programme of training and planned work experience to give school-leavers a range of practical transferable skills to enable them to compete more effectively in the labour market" — is scarcely met by many of the small-scale, multi-locational programmes where trainees may hardly ever see a training officer from beginning to end of their work experience.

But, by the same token, it is often outshone by the programmes of some of the larger commercial and public-sector managing agents who provide much more than the minimum 13 weeks off-the-job further education and who ensure that every trainee is on some kind of certificated course.

By being primarily employer-based, the YTS has exposed itself to both the strengths and weaknesses of the nation's existing training system. Where training officers were training at

In the second part of the series looking at the Youth Training Scheme Edward Fennell talks to those who provide training and assesses how far the scheme measures up to its own expectations.



the bit to build something new and worthwhile, the YTS has given great scope for progress. But where a trainee was seen as cheap labour, that tendency has not been sufficiently thwarted. It remains to be seen whether in year two there has been sufficient culling of unsatisfactory schemes.

Induction was the first hurdle over which most programmes fell — even those which subsequently turned out pretty well. Back in the late spring and early autumn of last year many YTS coordinators were very confused about the kind of programmes they were supposed to be running. Concepts like occupational training families and transferability of skills were new and unfamiliar.

It was hard for many to adjust to the fact that their group of trainees was merely temporary and that they were not commencing a period of employment with the firm. The general uncertainty, therefore, about what YTS was all about made it hard to run induction effectively.

"Induction was a shambles," confessed one local authority YTS coordinator, "and it soured the attitude to the trainees. They were given the impression things were badly organized and so they were negative from the start. But we've learnt from experience and this year's induction will be much better".

Assessment of the individual's needs and aspirations was one of the key areas of progress made by the planners of the scheme. The recognition that each individual was different and that, as a result, there needed to be constant monitoring of performance (and adjustment of the "curriculum") was a great step forward. In some cases it has worked, in others not. Probably the community, workshop and college-based Mode B schemes have the best record in this.

Where monitoring of progress, counselling and so on have been entrusted to first-line supervisors it has often failed because of a lack of proper

training. Although the availability of the City and Guilds Youth Trainers Award and the trainer training work of the accredited centres has provided a focus for supervisory training, too few have received adequate instruction. In any case the guidance and counselling aspects of the YTS, although highly commendable, have largely been left undone because of the considerable demands it makes on the time of staff concerned.

Planned Work Experience seems to have worked very well where the principle of occupational training families was accepted, and it was possible to provide a number of different work experiences within the same location. Local authorities, with their variety of functions have been well-placed to do this, and places like larger garages incorporating sales, service, part-departments and administration have also been able to set this up well. Multi-locational schemes in retailing, however, where the trainee may be the responsibility of a small trader remote from the managing agent, have given difficulty unless there has been very thorough monitoring.

The minimum of 13 weeks off-the-job also offers striking contrasts between programmes which offered high class, residential adventure training and regular attendance at college for a City and Guilds course to the managing agents who switched youngsters from production line to office work, added in some patchy, numeracy and social skills, and described that as "off-the-job" training.

MSC liberality in allowing managing agents to provide their own off-the-job facilities clearly provided room for abuse which only light quality control can prevent. On the other hand, program-

mes like those of the Construction Industry Training Board are clearly being highly successful in packing lots of learning into a very short time.

Where communication skills, numeracy and computer literacy are concerned (designated as core skills) it will only be possible to assess standards once some objective measures, such as those in the City and Guilds YTS core skills, are adopted.

The occupationally-related training may well end up as the most practical and useful part of the scheme. In the more straightforward occupations like clerical work and retail the YTS can give youngsters the basic experience and knowledge they need to get a permanent job. In fields like hairdressing, too, it acts as a "free" year for employers to sort out who is good at the work and who is not. But in engineering the level of skill can't compare with the traditional apprenticeship, and the best YTS trainees are likely to be sent back to start their training over again if selected for a permanent job — and that can't have been what was originally intended.

YTS records of achievement are, of course, going to be produced by managing agents. The question is whether they will be worth anything. "Just a meaningless piece of paper," was one coordinator's comment, "and that's why I'm putting my trainees on nationally recognized courses".

A lot of work is going into profiling, but until these profiles have some currency among employers they will be of limited value. The YTS certificate is supposed to be a kind of "Open Sesame" to employers. It remains to be seen how well it goes down.

'Cowboys make a killing'

The absence of stringent quality control on the part of the Manpower Services Commission has allowed some unscrupulous managing agents to lay on very mediocre programmes according to training officers involved in the scheme's first year.

"The concept of YTS is very good and the top officials at MSC understand the problems", says Chris Mitchell, who is Midlands coordinator for the charity, Outward Bound, and heavily involved in off-the-job YTS courses. "The problem is that MSC area staff, although sincere, are not professional trainers. Neither do they have the sensitivity to make value judgments on the quality of courses."

"Outward Bound's acceptability for running residential was judged, quite literally, on the length of our urinals and not on what we were doing for the trainees."

Those comments are echoed by many other managing agents. YTS guidelines encourage conscientious firms to provide a year of very good training, but have also permitted "cowboy" managing agents to make a killing. But there has been care and commitment the results have been very good indeed. London Transport, Sun Alliance, Hurst Chemicals, SGB, and J Sainsbury are cited as typical of hundreds of first rate schemes.

Sainsbury reports that it is well satisfied with progress after the first year, praising the trainees for their enthusiasm. The requirements of the YTS fit well with their own ideas about good training. About 90 per cent of their trainees are offered permanent jobs and they are keen to continue their involvement in the scheme.

Meanwhile, in the North-west, Jeff Coulter who works with The Productivity Centre, and who works with The Productivity Centre's, and trainers, agrees that with careful operation the YTS can work very well. "But it needs lots of attention," he says. "One of the biggest problems is the integration of work-experience with off-the-job education and training. Problems arise where trainees have to go to college for their core skills. These youngsters resent going back to an academic atmosphere and being taught numeracy and literacy in a classroom. This teaching goes on much better where tutors come into the work-placements on an 'outreach' basis and deal with these skills in the context of work."

Alan Worth, the national YTS Coordinator for the Rubber Processing Industry Training Board, confirms this view: "The FE aspect has been a complete pain in the neck. The staff in the colleges just haven't understood what is wanted or needed and haven't been prepared to modify or adapt what they offer to the trainees. As a result I've had continual complaints from both the trainees and their parents about having to attend college. And of course, there has been a problem about absenteeism. I'm now looking around at what the private sector can offer by way of relevant further education."

Keyboard Training is one of the companies benefiting from this reaction against the local education authorities. As well as being a managing agent itself it provides office skills training for other managing agents. It has been amazed at the demand for its services, which it puts down to a willingness to sort out individuals with companies what they want for their trainees.

Productivity Centre trainees are all seen regularly in their placements to ensure that they are receiving the right kind of planned and monitored experience so that individual needs are met.

Jeff Coulter says the same principle should apply to the work of the accredited centres in their training of trainers and supervisors. "It's no good laying on standard courses and hoping that training officers will turn up. The only effective way to do it is to get out among your local managing agents, find out what they need and when they are available and plan your programme accordingly."

Chris Mitchell says that he operates in the same way. "We have an outline of what we should do with the trainees on the one week residential. But we always need to adjust it at the end of the first day when we have assessed the individual group."

He feels indignant about the abuse of the YTS. "Outward Bound sets itself high standards and our work with YTS comes out of years of experience. For example, we never have more than six trainees to each instructor, and it is normally four-to-one. But there are a number of organizations who have set up to take advantage of YTS and run residential with low standards and with staff-trainee ratios of 1 to 30. It is hard to see what the benefits to the individual trainee can be in terms of personal and social development."

Other providers resent the slap-dash approach of the YTS-exploiters. At the Construction Industry Training Board I was told the YTS "has acquired an unfortunate stigma which is hard to overcome. As a result we try to avoid describing our programme as YTS because it puts off many of the best youngsters".

The CITB runs the largest YTS programme in the country and strives to achieve high standards. "But there are a number of small building firms around with YTS trainees outside our programme and what they do is of a very low standard — it really sullies the reputation of the rest of us," commented one CITB spokesman.

Only constant monitoring can keep standards at the right level — although most of the high-quality schemes say that it is impossible to do this on the money the MSC provides. "You need to put in money of your own to make it work properly," said one training manager. And as Alan Watts of the Plastics Processing Industry Training Board, commented, "We use lots of small firms for our placements and at first they just see the YTS trainee as another pair of hands and not as a supernumerary. It's only by careful persuasion can you get them to understand what they should be doing for the trainee."

It is widely agreed that the responsibility for slack standards lies with the MSC area staff. "Bureaucrats only interested in their forms and numbers and completely ignorant of training," was the standard description. And despite the appointment of George Tolley to head up the quality branch at the MSC there was pessimism about the future.

"What can one man do?" asked Chris Mitchell. "You need thousands of officers, equivalent to HMIs, on the ground to sort out the cowboys. The YTS offers great possibilities but it's going to fail without proper policing of standards."

Edward Fennell was a careers officer and is now a writer specializing in youth training and employment.

Political pageant

King John.
The BBC Shakespeare.

Strangely billed as "The Saturday Alternative" (alternative to what - having fun?), the BBC Shakespeare returned to our screens with that cumbersome history play *King John*. Narrowly topical, noisily patriotic and chiefly remembered for the sentimental melodrama of little Prince Arthur's dreadful end, it's not a promising dish to set before a modern audience.

David Giles, the director, seemed at first sight to have responded to these difficulties by retreating into the feebly picturesque manner of the earliest days of this series. Actors and extras in lavishly medieval costumes struck Anglo-Saxon attitudes in front of elaborate Romanesque interiors. Where, one wondered, were the austerity and intelligence which Jonathan Miller imposed during his spell in command of the venture? Were we to have an experience scarcely distinguishable from an episode of *The Black Adder*?

In fact such doubts were unjustified. Giles had taken a perfectly sensible decision that the play was a pageant and needed to be staged as such. Act 2, before the walls of Angiers, made the point obvious. This was a cardboard castle, out of a toy-hox, and the creatures in front of it were colourful puppets. The sky was blue but filled with golden fleurs-de-lis (to tell us that we were in France). The stage and formalized political posturings consequently made perfect sense.

George Costigan as the play's most considerable character, the Bastard, seemed to be the boy whose toys were



Leonard Rossiter as King John

on display. Fresh-faced, irrepressibly energetic and almost indecently youthful, he bounced through the production as a spring-heeled Jack the Lad. He skillfully transformed the grandiloquent choral speeches with which he concludes the first two Acts into intimate chats to camera, and interpreted them very thoughtfully. If he had a problem, it was that he was simply too nice. Being a bit wild and high-spirited is not the same as being a machiavellian worshipper of "commodity", even if you have got to negotiate a difficult transition to patriotic hero in time for the final Acts.

Leonard Rossiter, as King John, went to the opposite extreme. At times, indeed, he seemed to be regretting the fact that he wasn't playing Richard III. Sly, ingratiating, and openly sinister, he slid up to his victim with the air of a quizzical crab. One might have expected him to bring

something of his Arturo Ui manner to this medieval tyrant. In fact there was a good deal of Rigby, at least until disaster and disease allowed him to settle into a grander and more majestic style.

Claire Bloom played that old standby of Mrs Siddons, the Tragedy Queen Constance, with fierce energy and flawless technique. John Thaw doubled Hubert and the Citizen of Angiers (standard editorial practice since the early 1950s, though now beginning to be questioned) and did so with real distinction. He somehow found a way of combining the stiffly formalized moral transitions of the play with a real hint of subtle life of the conscience. Even Shakespeare at his third best, he reminded us, gives scope for performances which leave the rest of our playwrights standing.

Nicholas Shrimpton

Bending facts

Bringing It Home.
Cockpit Theatre until December 8
(not Mondays).

Over the phone it sounded, well, interesting: a play which attempted to link the miners' strike with the situation in Northern Ireland. Inflammatory (even the "Tory press" has been unable to unearth any connexion) but interesting.

In the event *Bringing It Home* turned out to be a cheap and often offensive entertainment. Seamus Finnegan's 60-minute play was written in collaboration with the members of the Cockpit Youth Theatre who performed it and set out to deal with the "issues which confront young people in the contemporary world". School? Unemployment? Love and Marriage? Not a bit of it; these issues turned out to be the "brutality" shown towards Catholics by the British troops in Northern Ireland and the "brutality" shown towards blacks and striking miners' wives by the police on this side of the water.

Nonchalantly bending the facts and

even common sense to suit his own dramatic (or political) purposes, Mr Finnegan brought them all together in an appallingly over-simplified story of two soldiers returning from a tour of duty in Belfast. One had to go to the local police station to bail out his harridan of a mother, arrested on her miner-husband's picket line. The other went to hospital to bail out his younger brother who claimed he had been beaten up by the police for doing nothing more than being at the Mooting Hill carnival. Interspersed among all these were monologues in which a Bander-Meluhof-trained terrorist gave the history of the history of Northern Ireland from the Fifties to the present day.

Not in any department one of the Cockpit's better productions then. With a couple of exceptions even the acting was well below standard, talent and technique being submerged under a kind of ranting intensity. Be loud and crude enough, someone seemed to have told the cast, and the audience might believe the seditious rubbish you are mouthing. As W B Yeats put it (and his comments on the Irish problem were rather more eloquent than Mr Finnegan's): "The best lack all conviction, while the worst/Are full of passionate intensity."

Hugh David

Messages

Crossings. Action PIE.
Howardian High School, Cardiff.

By portraying the life and work of German artist George Grosz, TIE company Action PIE's *Crossings* introduced South Glamorgan fifth formers to a pocket version of twentieth century European history. Grosz's flirtation with the Communist Party and his eventual rejection of it coloured his responses to the Russian Revolution and the growth of Nazism. But Action PIE emphasized the relevance of his work today. For example, the 1922 cartoon captioned "Swim if you can but if you're too weak, sink" depicted a bull-headed cigar smoking miser refusing to help a starving child.

The pictures and their historical context were initially introduced in a workshop prior to performance. The

play itself was set on board ship in 1933, as Grosz emigrated from Germany seeking a new life in America. Presented as cynical nihilist he felt his work was worthless - "It didn't change anything". However, fellow passenger Jewess Cathy Goldstein disagreed. An active member of the Communist Party, she was convinced that the workers would reject Nazism. Her foil was a German industrialist. Worshipping Hitler, he imagined a golden future with Germany strong, Jews and communists outlawed and the trade unions broken. This fascist dream drove Grosz away.

The characters were more or less mouthpieces for messages. But this approach was appropriate as Grosz's paintings too are blatant caricatures. *Crossings* is accompanied by a lengthy teachers' pack, and the tour continues in Cardiff until mid December.

Iola Smith

RSC debate

RSC/W H Smith Youth Festival.
The Other Place, Stratford on Avon.

With an open brief to programme the recent two-week Youth Festival, directors Alison Sutcliffe and Anthony Quinn took soundings from the RSC's education department on what teachers would find valuable and decided to focus on "Why do we still do Shakespeare?" Their publicity leaflet hinted at the continuing challenge to teachers and producers alike of bringing Shakespeare's plays alive for succeeding generations.

The challenge was taken up in the opening debate, "Shakespeare Is Dead", chaired by David Edgar with guest speakers leading the argument. Other discussions focused on music, scenery and writing, with Mike Leigh, Robert Holman and Nicholas Wright explaining their writing methods and making some inspired guesses about Shakespeare's.

"This year we've had more performance work" said Alison Sutcliffe. "and the pieces are new. (David Rudkin's *Will's Way*, Louise Page's *Warning*), or not previously performed in this country". (Bernard Pomerance's *Melons* and Jean Paul Lucet's adaptation of *The Mystery of the Charity of Joan of Arc* by Charles Péguy, revived at the Comédie Française last year to great acclaim).

Both plays, given as rehearsed readings, reflected the directors' other concern for the festival, to emphasize words and the importance of listening. In the workshop on Translations, which followed the Péguy play, led by its translator Jeffrey Wainwright, it was obvious students had been listening as a lively discussion followed on points of language, (how do you cope with the French "on" without sounding stiltedly formal), and on the production problems of such a static work, which is really an intense debate on the question of how a God of love can allow so much suffering in the World - a question which the students seemed to find as pertinent today as it was to the play's medieval young peasant, Joan of Arc.

Ann FitzGerald

Radio Is sit com dead?

Life with the Lyons was one of the earliest, *Hancock's Half Hour* one of the best. They, of course, were early manifestations of a genre pioneered by radio, the situation comedy. A fairly rigid format, the "sit com" is a half hour show featuring regular characters in familiar locations and often in desperately familiar story lines. As the critic Peter Black wrote of the Glums, "Like the figures on Kents' Grecian urn, for ever would Ith love and Ron not stir".

For years it was received wisdom in Broadening House that radio could cope with the good ideas and then tellily punched them. How the world has turned. The best comedy programme on Radio 4 is simply a re-make of television's *Yes Minister*, and of the other genuine sit coms, many seem to be stale off-cuts from the concrete doughnut. The latest and quite the most embarrassing is a minnow spawned by the television series *It Ain't Half Hot Mum*. In that show, Charles and George were two twittish officers. In *Anything Legal* (Radio 4, Mondays 12.27, Tuesdays 6.30) they are back in Civvy Street, 15 years on and now redundant. The author is Wally K Daly, an award winning radio dramatist who here hardly troubles the studio audience. Devoid of realism, wit or pace, his script for the opening episode teetered to its curtain line: "What a

damn stupid place to leave a duck pond."

Why has radio lost its touch with sit com? Even the semi-improvised *New Quiz* and *Quote Unquote* (© Nigel Rees) are funnier than many of the scripted shows, the exceptions being *Son of Cliche*, *Week Ending* and the brilliantly accurate and savage *Radio Active* (to be repeated on Radio 2 from December 6). These are of course basically reviews, the product of a team of writers. Is half an hour now too long for any one writer to fill? Is the sit com dead?

Not if you listen to Radio 3. *Broomhouse Reach* (Fridays, 7.0pm) is by Colin McLaren, author of several short plays, novels, and some of the funniest sketches seen on Edinburgh Festival's Fringe; and also archivist of Aberdeen University. *Broomhouse Reach* is set in a heavenly hall of temporary residence where the Vaughan Williams of Maida Vale (Martin Mendil, 1870-1947) awaits "the biography that will transform our obscurity into renown, the box-set of recordings that will translate us to one of the many mansions... where there is drinkable port". Shrewd, stylish, and elegantly produced by Piers Plowright, there is every promise it will not sink to jokes about how much a Grecian earns.

David Self



Daniel Day-Lewis as Dracula and Judy Holl as Lucy Hunter

Revised versions

Phedra. By Jean Racine/Robert David Macdonald.
The Old Vic
Of Mice And Men. By John Steinbeck
Mermaid Theatre.
Dracula. By Chris Bond
Half Moon Theatre.

Teachers nowadays need all the help they can get, and should welcome productions of examination texts. For A level French students we now have *Phedra*, R D Macdonald's "English stage version" of Racine's *Phedre*, directed/translated by Glasgow Citizens' Philip Prowse with Glenda Jackson in the title-role. This combination should guarantee artistic integrity, and the supporting players' list should underline it. Alas, how far from Racine's original once-seen never-forgotten in Marie Bell's 1960 Savoy production.

What's wrong? Translation, design, direction, acting. Racine's miraculously economic poetry sounds clumsily ponderous, even unnatural in close English translation: dodecasyllabic Alexandrine is no substitute for iambic pentameter, "silence" no rhyme for "violence". Prowse's design display the Baroque miseries of Thesauri's court in a gilded museum chamber containing models of horses heads and French public monuments, in extravagant citrines and trailing cloaks, in a dead horse (Racine says the horse escaped unharmed). Directorial surprises open each half, another figures Hippolytus' death. Prowse also encourages displays of vocal agility which provoke inopportune laughter and negate his actors' serious intentions. Jackson has some marvellous moments ("Venus you see the shame") but the real truth

in the whole production comes from Robert Aldison's Thesauri's report: Hippolytus' death simply to a hushed audience. *Phedra* does a disservice to *Phedra* and therefore cannot be welcomed.

Of Mice And Men brought in from Plymouth's Nuffield Theatre can be, however. Lovingly directed (Geoff Bullen), beautifully designed (Sean Cavanagh) and lit (Stanley Osborne White), the production is a treat that will take the drudgery out of "required reading" for GCE. Steinbeck's powerfully moving novella "drops naturally into play form", its unforced humour and tragedy part and parcel of humanity. Clive Mantle (Lennie) deeply touching in his dumb-giant simplicity; Lou Hirsch (George) tough, irascible, inviting no questions of male-bonding; Susan Penhaligon lonely, wanting only affection as Curly's wife all lead a gifted company. GCE or not, a smashing school outing.

So is *Dracula* in Chris Bond's hilarious self-directed version. A small, talented, wholly committed cast here their enjoyment of this spoof on Bram Stoker's haunting, hardly original. Billy Meil's designs exploit the creepy horrors of Castle Dracula; Colin Brown's sound orchestrates its melodramatic terrors. Spurling blood, grinning skeletons, severed hand, flaming glove, red-eyed bats are among luridly rude gothicisms with an hilarious political twist to end. Daniel Day-Lewis, baring fangs, shining up the audience scenery, flying over the audience, thrills as Count Dracula. So does Victoria Hardcastle's superb New Woman Doctor van Helsing.

John James



Stockport Schools' Stage Sound

In the mood

Philippa Davidson at the first two nights of the Schools Prom

Schools Prom.
Royal Albert Hall, November 26 and 27

Coaches disgorge children in anonymous class-bands. Left to their own devices, they bustle about importantly, huddled in twos and threes. You won't hear them talking about music, but if you ask them their opinion you can be sure of an informed answer. They are the real judges; though they will clap politely in support of a rival group, their genuine approval shows in the attentiveness with which they will listen without fidgeting, or the degree to which they will be moved to participate. In front of such demanding critics, who can blame performers for feeling nervous when the spotlight turns on them? For singers, this is the moment when throats dry up, and for instrumentalists when the perfect note turns into a breathy squeak. Fortunately, such disasters rarely happen at the Schools Prom. Indeed, the two Downland songs from the sweet clear voices of Flat Pavin gave us one of Monday night's unforgettable poignant experiences. It seems curiously to suggest that with better positioning the singers might not have had their backs to half of the audience, and the soft tones of their recorders might have been more audible.

Even more daunting is to be allocated the first slot on the programme, particularly on the occasion of the tenth anniversary when exceptions are more than usually high. Before the hype and the excitement it is difficult to launch a sound that will establish the tone for the whole concert. The North Surrey Schools' Sinfonietta, it was just too intellectual for the first night. It was only when we reached Stourbridge Schools' Windband that fingers started snapping to *The Pink Panther*. Though the *Instant Concert* (a pastiche of 30 of those well known tunes whose titles you can never remember) is hardly great music it certainly brought the first half of the concert to life.

Scally School's spectacular trio of jazz-rock numbers unfortunately generated the wrong mood for the Frodo-shan Glimchlin Orchestra's juvenile dance entertainment, a sensitive offering demanding concentration from both performers and listeners. I was particularly struck this time by the quality of the solo singer, but for some reason the Albert Hall stage did not seem to do justice to the dancers' sinuous movements and rather eerie mime. It was a great privilege to hear Emma Johnson, with the South Glamorgan Youth Orchestra, perform the Wehr *Concerto for Clarinet*. Though a trifling piece, it was so beautifully executed that the personality of notes mirrored the personality of this latest in the line of talented winners of the BBC's Young Musician of the Year Contest. Nigel Daniel, the 1980 winner, played Hummel's *Intro-*

duction, *Theme and Variations for Oboe* with equally stunning virtuosity on Tuesday night.

If the first night of the Schools Prom fizzled but didn't take off, the second night exploded right from the beginning with audience participation in the national anthem. From then on the evening went with a swing that was inexplicably lacking on Monday night despite the quality of the performances. During music that ranged from a perfectly fashioned Shostakovich *String Quartet in C minor* (Bournemouth and Poole College String Quartet) to *Pennies from Heaven* and *Country Gardens* the promenaders showed no signs of restlessness. Some girls from Holmfrith High gave top marks to the folk group Phoenix, not just for their commercial sound; they had been listening to check whether the girls were on pitch, and pronounced them note perfect. The applause at the Schools Prom is never taken apoplexy. This year it is gratifying to see school groups of a standard once thought attainable only by youth orchestras. It is almost unnecessary to bring in a professional soloist. The Corby Beaufield Brass Band seemed ill at ease with Don Lusher, hardly surprising since they were relegated to an accompanying role in his *Cameo for Trombone*, which did very little to demonstrate what the band could do. By contrast the excellent ensemble playing of Whitechurch High in Schubert's *Unfinished Symphony* served to emphasize the making-music-together aspect of the Schools Prom, which is one of its most important features. And so, if a paper darts occasionally wafts down and lands on the double bass, this is no indication that anyone on stage, front of stage or backstage is failing to recognize the seriousness of the occasion.

The Schools Prom is sponsored by the Association of Music Industries, Commercial Union Assurance, the Rank Organisation and The Times Educational Supplement.

Bridging the gap

In order to bridge the gap between arts and science, the College Cardiff runs an annual science drama competition for schools. The objective is simple - using the power of theatre to present a health/technological message. This year heats were contested by many South Wales schools, and four finalists were chosen - two primary and two secondary - to present performances at Cardiff's Sherman Theatre.

In the secondary section Pontardulais Comprehensive, West Glamorgan, produced *Lessons in Bodily Abuse*, a skilful adaptation of the Wizard of Oz story which illustrated the dangers of smoking, solvent abuse, alcohol and drug addiction. Brynmor Comprehensive, Bridgend, presented a health show. Down to the

Month or 32 Not Out, which traced the conversion of schoolboy Elvis Jones from a swarthy cowering to an apple eating hero. The humour and pace of this production resulted in it being judged winner of the secondary section and, additionally, best play in the competition.

The primary schools in contention were Ynyddu of Gwent and Pentre Primary of Rhondda. Ynyddu investigated the effects of viruses and vaccinations in *How Many Bacteria Can Dance on a Pinhead?* Strong on science content, it illustrated both the biotechnological benefits and the dangers of bacteria. The winner of the primary group, however, was Pentre Primary of Rhondda. *Animals with This Was Your Life*. Animals assembled in a television studio to call

ARTS

Rainbow of voices

Prima Donna. By Rupert Christiansen.
The Bodley Head £15.00. 0 370 30550 7

The avowed aim of this book is to place the prime donna firmly in the context of operatic and cultural history. Mr Christiansen has succeeded admirably without resorting to any dryness the claim might suggest. He knows that opera buffs adore the scandals, intrigues and melodramas that have - all too often unfairly - characterized prime donna in the public mind and his book is throughout spiced with a proper relish for anecdote.

Most impressive of all is Mr Christiansen's evident love of the art of singing and his enthusiastic willingness to try, no matter how scant the contemporary evidence, to convey in words the precise quality of a given voice, the individual's technique and colouring. Test him on any singer you know well - Callas or Baker are obvious examples - and you are certain to be rewarded with new and sensitive insights even when, as in these cases, there would seem to be nothing left to say. On such proofs one is persuaded to trust his inevitably unimpeachable assessment of legendary voices we can never hear.

On the historical side - apart from his comprehensiveness which even extends in a refreshingly un-meaty-minded way to the castrati - one is most struck by the fact that in matters

operatic nothing changes. Singers were always considered to be overpaid and often unreliable, were ever the cruel victims of fickle fashion, while seat prices have always been too high and audiences invariably musically ignorant according to one clique or another. These arguments will obviously go on as long as opera thrives and we should give much more weight to the author's refreshing and justified optimism about the future of opera.

But what of the women themselves, this vast rainbow of voices? Divorced from their art they strike me, reluctantly, as an essentially sad lot. It is difficult to decide for whom one feels and fears most: those not very bright women who just happened to possess a "natural", beautiful voice; those who were temperamentally unsuited to the theatrical demands of their art; or those who, embodying the highest idealism and musical intelligence, yet had to conduct a lifetime's battle with that intractable and most capricious of instruments, the Voice.

Pity, though, is nothing compared to the awe, affection and gratitude this marvellous regiment and their complex, fascinating art inspires. In Rupert Christiansen they have found a deserved and thoroughly sensible champion, as concerned to demythologize their "image" as he is to celebrate their enrichment of musical culture.

Dulan Barber

Song by song



A Darker Shade of Pale: A Backdrop to Bob Dylan. By Wilfred Mellers.
Faber £6.95. 0 571 13345 2.

No one in the 30-year history of rock music has proved more elusive than Bob Dylan. A major, many would say the major, artist for over 20 of them, Dylan has never stood still for long; at each of his perceived metamorphoses, he has attracted both outrage and devotion, praise and vilification. One of the considerable merits of Wilfred Mellers book is that he demonstrates that the journey from folk protest singer to Christian polemicist has been a more consistent one than public reaction has suggested.

Mellers is a serious music historian, with books on Bach and Beethoven as well as the Beatles to his credit, and his approach, though largely uncritical, avoids the shallow hagiography of the Dylan cult. The first part is devoted to an examination of the various shifts in indigenous white American music styles, tracing their origins in secular and religious models, mainly from Scotland and Ireland, and their development from the modal, pentatonic melodies of the early Elizabethan settlers through a variety of church, country and blue-grass styles, to rock, and on to the second part, to Dylan.

Mellers' close and sober musical analysis neatly avoids the impres-

sonistic muddle of much rock writing, even though no musical notation is used, since the written music only approximates to the performed: "everything is recreated in his performance, which is also composition; and in his composition, which is also performance." Dylan's records are examined in a chronological, song by song progression, although he does ignore the singles, even the magisterial "Positively 4th Street"; if he is kinder than most to a record like *Self-Portrait*, his identification of the crucial works in unobjectionable, as is his insistence on the integral nature of music and lyrics.

This approach produces an occasionally frustrating brevity in the analysis of individual songs; perhaps now that a solid ground has been laid, more detailed examination may be possible. His account ends with the 1981 gospel album *Shot of Love*; Dylan's subsequent record, *Infidels* (1983), suggests no radical departure from the ground covered here, although a song like "Union Square", and the re-appearance in recent concerts of much of the old material, previously dropped in favour of exclusively born-again works, may herald another shift in emphasis.

The darker shades in Dylan are supplied, Mellers contends, after D H Lawrence and Leslie Fiedler, by the dual influence of Black and Red Indian forms, both musical and (more tenuously) spiritual. At once Jewish Americanist and a White Negro, it is from the fusion of white, red and black that a "faith" must emerge if society is to be saved, a message that "need not be interpreted in narrowly Christian terms". Mellers argues that Dylan has always sought such a merging of personal preoccupations with communal responsibilities; only the registers, musical and ideological, have changed. If Dylan is no longer at the cutting edge of contemporary music, no one has yet fully taken his place, nor could anyone else justly justify this kind of sustained analysis. Its rightful provenance is in musicology, or American studies, rather than the dubious mark of most rock writing.

Kenny Mathieson

Next week

Bob Grant reviews
Fabian Essays in Socialist Thought, edited by Ben Pimlott

LINGO: a Christmas competition

This week we introduce an unashamedly competitive, capitalist game to test your skill with words. Open to all readers of *The TES*, the competition will run in six weekly parts until January 4, whereafter entries for all six parts must be submitted, on one sheet of paper, to Linda Bartlett, LINGO Competition, *The TES*, Priory House, St John's Lane, London EC1M 4BX. The closing date is January 18.

The first, second and third prizes - book tokens for £50, £30 and £20

It is a pleasant duty to thank those readers who were kind enough to write to me on the subject of circular borrowings between English and German. Before leaving the topic and turning to some further examples of language change, may I mention two of the suggestions received, as they nicely demonstrate how far afield the etymologist must on occasion venture.

The first example takes us into the kitchen. Mrs Reid of Surrey recalls eating a MacDonald's hamburger in Hamburg and asks "What is the origin of that word and is it a re-import into Germany?"

I had previously imagined that the hamburger had once been German and had merely been popularized in the States. Prompted by Mrs Reid, I now find this not to be the case. The hamburger or, to restore its original dignity, the hamburger steak goes back at least to the end of the nineteenth century. The OED quotes its appearance in an *Encyclopedia of Cookery* of 1892. It is described as minced beef, spiced, shaped, and fried with onions. The OED Supplement includes an American citation of 1889.

However, I find no evidence that the word was used in German till fairly recently. For the *Brockhaus Enzyklo-*

respectively - will be awarded to those who, having answered the first four sections correctly, in the opinion of the Editor offer the best answers to parts five and six (which are designed to test wit and flair). Ten further £10 tokens will be awarded on the basis of a draw from among all those others who score full marks on parts one to four.

The Editor will not be able to enter into correspondence with individual competitors, and will not undertake to return entries; his decision will be final.

pädle a hamburger is a *Fricadelle*; for the capital Langenscheidt *Encyclopaedic Dictionary* it is *Hackfleisch* or *deutsches Beefsteak* or *mit Fleisch*. However, for the more recent Collins German Dictionary a hamburger is *ein hamburger*.

It would seem that Germany has indeed accepted back a piece of ersatz

Borrowings

German along with what some might consider its ersatz referent.

The second example takes us into the nineteenth-century Romantic Movement. Mr Ward of Bolton directs our attention to "folk song". As late as the mid-nineteenth century the term was unknown in English. Chappell's *Collection of National English Airs* of 1840 nowhere uses the expression in the substantial introduction to volume two. Johann Herder appears to have coined the German word *Volkstied* in 1778 for his seminal collection originally entitled *Volkstied* and subsequently expanded and retitled *Stimmen der Völker in Liedern*. It remained a standard work for almost 100 years and provided Schumann and Brahms with songs to set.

Part 1 Messing about in boats

The sea and seamanship have always been close to the hearts of dwellers in these islands and our language has adopted many expressions derived from the sea and the ways of sailors.

You should be able without difficulty to list 35 such expressions, while waiting for next week's instalment.

Herder played a significant part in shaping the Romantic Movement in European literature by infusing his friend, the young Goethe, with his own enthusiasm for ballads from Percy's *Reliques*, Macpherson's *Ossian*, and the songs of Shakespeare, which in turn formed the basis of his published collection. Its influence was reinforced by the interest aroused by Robert Burns's important work on Scottish folk song, which also provided material for Schumann and Brahms. It will be recalled that Burns's ambitious Edinburgh publisher invited Haydn and Beethoven to contribute accompaniments - returning some of the latter's to be not quite up to scratch. Clearly folk song had something of a central role.

And now German, not content with *Volkstied*, has imported into the language its English translation, *Folk song* along with *Folklore*, the English equivalent of *Volkstied*, not to mention the curious hybrid *Folkstied*. Why? One can only guess that young people in Germany felt that the older word did not exactly describe their perception of the glamorous new breed of Anglo-Saxon "folk singers" and their songs.

W T McLeod

Private ingredients

Denton Welch: *The Making of a Writer*, by Michael De-la-Noy. Viking £12.95. 0 700 80056 2. *The Journals of Denton Welch*, Edited by Michael De-la-Noy. Allison & Busby £14.95. 0 85031 5301. *I Left My Grandfather's House*, by Denton Welch. Allison & Busby £7.95. 0 85031 6057. £2.95 6065.

"Tremulous and sexy" is how one reviewer described a Denton Welch short story in 1944. Welch's homosexual nature, plus the drastic injuries he suffered from a road accident, provided easy material for his descriptive writings into a postwar cult. Now, 35 years after his early death, Michael De-la-Noy's straightforward biography can enable us to see him plain.

In fact, as De-la-Noy is the first to say, it is Welch himself who does most of the enabling. His novels and stories were almost wholly autobiographical, and the information in them is supplemented by the minutely detailed *Journals*, now published in an unexpurgated version for the first time. Given that Welch's three main works - *Maiden Voyage*, *In Youth is Pleasure*, and *A Voice Through a Cloud* - were republished fairly recently, and that his fictional account of a youthful walking tour, *I Left My Grandfather's House*, now appears in its first public edition, what does the biography add?

In the first half, De-la-Noy clearly reconstructs the background of Welch's family, combining the fiction back into fact, but allowing quotations from the writings to illustrate Welch's lonely, self-absorbed childhood and adolescence, spent partly in Shanghai where his father worked, and partly with relatives and at boarding schools in England. In the second half, De-la-

Noy has the *Journals*, a large archive of letters, and memories of Welch's contemporaries to draw on, and there is a decided change of tone.

The published works were fashioned both by art and the need for sexual circumlocution, whereas the private writings are colloquial, passionate, bitchy and stoical. De-la-Noy avoids making judgments, and most of the time Welch speaks for himself, whether slinging off some acquaintance, or writing frenziedly about the lover and partner of his last years. The quotations in both halves should tempt new readers to their sources, while those already familiar with Welch's work are bound to find a certain amount of overlap in the biography.

Welch was studying art at Goldsmiths when he was knocked off his bicycle at the age of 20 by a motor car. "His spine was fractured, which led to inflammation of the bladder and kidney failure. Partial impotence resulted, he had to wear a catheter, haemorrhaging eventually developed, along with tuberculosis of the spine."

"Being forced to live as a partial invalid completely changed his life, and his talent for writing soon overtook his painting skills. Enforced solitude heightened the development of his aural and emotional recall, which combined with his artist's visual memory to produce writing that still has muscle and freshness. Whether he is describing an awkward lunch with Herbert Read in the Reform Club, or a doctor's examination five months before he died - "Have you been told anything about a tubercular condition or not?" I shook my head. The word had a funny sound; I thought of cows and udders and children with crumbly bones like the ones found in tinned sardines." - the reader shares the experience.

Paddy Kitchen

Older and wiser

Is adult education a middle class playground for grown ups or a road to freedom for aspiring second chancers intent on social change? Whether adult educators are driven by the traditional liberal ideal of personal development or by the need to accelerate community action, they would subscribe to the view stated by ACACE in 1982 that "education is not just an event in childhood but an experience available at any time in life". Education is just too good to be wasted on the young.

The two Readers designed as part of an Open University course in education for adults use the scatter shot method of collecting diverse edited and specially commissioned articles aimed to stimulate student discussions. *Adult Learning and Education* (edited by Malcolm Tight, Croom Helm £6.50 7099 2449 6) includes solid essays on the nature and process of adult learning alongside Carl Rogers on encounter groups, Paulo Freire writing in his capacity as "Coordinator of the Adult Education Project of the Movement of Popular Culture in Recife" and an intriguing description of a distance learning system in the Canary Islands. The selection illuminates the ways in which the circumstances of adult learning have implications for educational policies and personal values. At individual, group and community level the choice of self-directed education, learning exchanges, learning contracts and negotiated learning is inevitably a decision about priorities and individual purpose.

The companion volume, *Openness and Adult Education* (edited by Malcolm Tight, Croom Helm £6.95. 0 7099 2454 2) sets out the historical organization and looks in detail at particular initiatives for particular target groups, including the adult literacy drive of the Seventies and how women, the unemployed and the immigrant community have shaped the provision of adult education in the UK. The power of radio broadcasting (with the early growth of radio study circles), the Open University Community Education Programme and the involvement of the National Extension College in providing a bridgehead to a future of continuing education



"After Colleen Prince rounded around the moors disguised as a pheasant." "Columbus circumscribed the world with a 40p clipper." "Socrates died from an overdose of Wodlock." From John G Mair's *Literary collection*, Classroom Clingers, with illustrations by George J. Galt (Croom Helm Publishing, 25 Mayfield Road, Edinburgh EH9 2NQ. £1.95).

tion in which the work ethic is replaced by a non-work ethic. Adult education needs its defenders against the more robust advocates of vocational training. But, still only an emerging field of study, adult education needs a more rigorous methodology. Stephen Brookfield makes a valuable attempt to supply one in his *Adult Learners, Adult Education and the Community* (Open University Press £7.95. 0 355 10409 6) while worrying about the "limbo of the informal educator". The author reminds us of both the range and depth of adult learning from hobby clubs to activist groups, from church agencies to public libraries rooted in an area of community.

But what about the consumer teetering nervously on the edge of adult education? It's *Never Too Late* by Joan Perkins (Impact Books £3.95. 0 245 34105 5) is an excellent, crisp, friendly guide written for women considering a return to study. How to gain self-confidence, how to get the reluctant family on your side, coping with bowdler and even a chapter on becoming a student can benefit your marriage. The author has been through it all and with a chapter of advice for people who move their lips as they read you know you're in safe hands.

Simon Newton

Stitches in time

The Subversive Stitch. Embroidery and the Making of the Feminine, by Rozsika Parker. The Women's Press £14.95. 0 7043 28429. £7.95. 0 7043 3883 1

A pupil at the North London Collegiate at the turn of the century wrote, "Whether Miss Buss had been so overdone with it herself that she did not care to inflict it on the young, or whether she considered it a feminine and feeble pursuit easily picked up at home, the result was joyful enough for me... turning her back on the frivolities of embroidery, Miss Buss encouraged plain sewing". The concept of "the frivolity of embroidery", how it became to be so regarded and thus as an appropriate occupation for dainty - and otherwise idle - female hands, is the subject of Rozsika Parker's marvellously written and illustrated book, *The Subversive Stitch*.

Ms Parker's thesis is a bold one: "to know the history of embroidery is to know the history of woman." But it is one that she sustains convincingly. Since, believing that femininity is an innate, biological attribute, but is a social and psychosocial product, she is able to demonstrate through the iconography of embroidery and the texts and assumptions about the embroiderer how the art has been implicated in the creation of this femininity.

In the Middle Ages, embroidery was not regarded as a "womanly" craft, but rather as an art, which was employed to affirm the power of the church, crown and nobility - and both sexes embroidered *Opus Anglicanum*. Translated into the domestic sphere, embroidery continued to have the same connotations which it had enjoyed in the public sphere: humility



Embroidered picture, Christies, London. First quarter of nineteenth century. Chenille and collage contents of workbasket, including needles. 30x33cm.

and diligence combined with opulence. It affirmed woman's obedient status linked to the household's economic standing. It was to become an indicator of class: embroidery for the rich and leisured; plain sewing for the poor (and Miss Buss' practical pupils) who needed to create objects of utility rather than affectations of beauty - though embroiderers were among the ranks of out workers in the early days of the industrial revolution when they were advised to splash their eyes with whiskey, supposedly to improve their vision.

So why the "subversive stitch"? Subversive because after the Russian revolution artists turned to peasant art and embroidery to find an art compatible with socialism and collectivism; subversive because suffragettes used embroidery to glorify femininity on banners, handkerchiefs, runners, but femininity as strength, not weakness - as the women of Greenham embroidery

their banners today; subversive in the angry message of a seventeenth-century sampler-embroiderer who wrote, "as for my needle, I absolutely hated it"; the twentieth-century message of an appliqué, "Wife is a four letter word"; and in the quiet desperation of Elizabeth Barrett Browning who wrote in *Aurora Leigh*, "The works of women are symbolic: We sew, prick our fingers, dull our sight, Producing what? A pair of slippers sir, ... or else at best a cushion where And sleep and dream of something we are not But would be for your sake."

And, above all, subversive in the certainty that in the history of embroidery as in the history of women, things were not always thus and may be made anew.

Juliet Gardiner

PAPERBACKS

Diana Mosley's *A Life of Contrasts* (Hamish Hamilton £4.95) is less aptly named than might seem at first sight. Luxurious living in several grand homes was very different from existence in Holloway during the war. But Diana Mosley (wife of Oswald, née Mitford) lived all her life in the privileged world into which she was born. Besides the lively, readable writing, it is interesting for its partial revelation of the workings of a perceptive, intelligent mind which could mask from itself British Fascism's anti-Semitism and Hitler's full evil.

Rachel M Brownstein's *Becoming a Heroine* (Penguin £3.50) is part autobiography, part literary criticism. Its central thesis, that reading English novels in The Great Tradition causes New York girls to regard their lives as "stories" full of weighty significance, is less clearly and cogently argued than are the commentaries on such novels as *Madame Bovary*, *Portrait of a Lady* and *Mrs Dalloway*.

Virginia Woolf has no thesis to underpin her essays on literature in *The Common Reader 1* (The Hogarth

Press £4.95). She brings the insights of a fellow writer of genius to the works of Jane Austen, the Brontës and others. Though some of her essays have a period flavour - she strenuously argues the limitations of Wells, Galsworthy and Bennett - much of her comment is as illuminating as when it was written. One suspects Virginia Woolf would have made short work of Anna Wickham, had she ever written about her. Most of the poetry in *The Writings of Anna Wickham*, *Free Women* and *Poet*, edited and introduced by R D Smith (Virago £6.50), is mediocre at best. Some of the prose, including a memoir of D H Lawrence, is more interesting. The comments on *Sons and Lovers* reveal Anna Wickham as an obtuse reader of literature, who may have been a free woman but had limited talent.

Frances Hill

An improving read

Leslie Stephen, the Godless Victorian by Noel Annan. Weidenfeld and Nicolson £16.50. 0 297 78369 6.

Noel Annan's brilliant book on Leslie Stephen is now republished in a revised edition. The original publication appeared in 1951. Now he has reworked it in the light of the writer of material which has since become available on Bloomsbury in general, and his daughters, Virginia Woolf and Vanessa Bell in particular.

The first half is a vivid sketch of Leslie Stephen's life, which is also an incisive account of those aspects of the intellectual history of the time which help to explain Stephen's progression

from the Clapham sect to a full-blooded, late Victorian rationalism. The second half of the book examines this rationalism in greater depth and provides a clear (if occasionally breathless) path through the religious and philosophical agonizing of the period.

For the most part it is written with an apparently effortless smoothness which betrays enormous skill and breadth of reading and allusion. If you have never read it before, don't miss an excellent (and in the true Victorian sense, improving) read; if you read the earlier version, re-read it in its new, improved, form for the pleasure of good writing.

Stuart Maclure

Teaching Children with Special Needs

BEHAVIOUR PROBLEMS IN SCHOOLS: An Evaluation of Support Centres
Peter MacIntyre, Jean Dryden, Anne West, Andreas Varnham, Patricia Devine and Julia Mazza. Research and Statistics Division, Inner London Education Authority
This book gives valuable information about an area of our educational system which is of great interest to teachers and administrators but about which little is known. The account is well written.
£14.95 hbk 0-7099-1770-8 178 pages February 1984

DISRUPTIVE CHILDREN: DISRUPTIVE SCHOOLS?
Jean Lawrence and David Stead, School of Education, Goldsmiths' College, University of London and Pamela Young, Department of Educational Administration, University of London Institute of Education
Disruptive Children: Disruptive Schools? reports on new multi-disciplinary research studies of disruptive behaviour in schools, which focus on the role of the teacher and the school in both defining and coping with the problem. The aim of the book is to help student teachers cope more effectively with problems of control, and offer assistance to existing teachers with the practicalities of dealing with disruptive behaviour in the classroom.
£14.95 hbk 0-7099-1442-3 288 pages October 1984

THE HEARING-IMPAIRED CHILD IN THE ORDINARY SCHOOL
Alec West, Specialist Educational Psychologist and John Ellwood, Senior Teacher of the Hearing-Impaired, County of Berkshire Department of Education
This book has been written primarily for the ordinary class teacher without specialist qualification or experience in teaching the hearing-impaired child. It is intended to provide a comprehensive and accessible guide to deafness and its implications for the child and the school, and to the social and psychological implications of childhood deafness to situations and experiences likely to be encountered in the ordinary school.
£14.95 hbk 0-7099-3329-X 192 pages March 1985

THE LAW OF SPECIAL EDUCATIONAL NEEDS: A Guide to the Education Act 1981
Bryan Cox
The Law of Special Educational Needs, by extensive reference to relevant provisions in an exposition of the law relating to special educational needs and the duties of Local Education Authorities are described and explained. A thorough and comprehensive guide, this work is essential reading for all those interested in special education.
£12.95 hbk 0-7099-3429-7 144 pages November 1984

LEARNING TO READ: A Cognitive Approach to Reading and Poor Reading
John R. Beech, Lecturer in Psychology, University of Leicester
Presenting a balanced review of the reading process in the light of recent research, it focuses in particular on those children who, despite normal intelligence, still experience considerable difficulty in acquiring the necessary reading skills, with comprehensive treatment of cognitive factors. It considers how reading ability is assessed and the problematical subject of dyslexia.
£12.95 hbk 0-7099-3299-5 160 pages December 1984

DISRUPTIVE CHILDREN
DISRUPTIVE SCHOOLS

THE LAW OF SPECIAL EDUCATIONAL NEEDS

THE PREPARATION FOR LIFE CURRICULUM
Brian Wilcox, Jacqueline Dunn, Sue Lavercombe and Lesley Burn, Sheffield Local Education Authority
This book, which is based on extensive original research, considers the problem of teaching the large numbers of below average pupils who are never likely to pass an O or CSE examination. It examines the problems involved and puts forward suggestions for how the curriculum might be reformed to cater for these pupils, providing skills and knowledge which will be useful to them when they have left school.
£16.95 hbk 0-7099-3804-4 272 pages September 1984

SCHOOLS, PUPILS AND SPECIAL EDUCATIONAL NEEDS
David Galloway, Department of Education, University College, Cardiff
This book offers practical guidance on ways in which schools can meet or create special educational needs. It is written for students and for teachers in ordinary schools and deals principally with the needs of children whose special needs are expressed in the form of behavioural or learning difficulties.
£14.95 hbk 0-7099-1180-2 192 pages June 1985

SCREENING FOR CHILDREN WITH SPECIAL NEEDS
Edited by Geoff Lindsay, Senior Educational Psychologist, Sheffield Local Education Authority and University of Sheffield
This is a difficult book to review. There is so little to criticize and so much one would like to quote. The best thing to do is to read it, and I suspect that, like me, you will find out how much more than you thought there was to know before you started it.
£14.95 hbk 0-7099-1175-0 April 1985

STRESS IN TEACHING
Jack Dunham, Tutor in Further Professional Studies, School of Education, University of Bristol
Stress in Teaching, through extensive use of teachers' reports, identifies the many and varied stresses endured by teaching staff and their reactions to them. It focuses on the vital problem of reducing pressures on teaching staff and strengthening their coping resources and, as it is essentially practical, should be of direct value to all teachers.
£12.95 hbk 0-7099-0852-0 182 pages October 1984

VIOLENCE: A GUIDE FOR THE CARING PROFESSIONS
R. Glyn Owens, Lecturer in Clinical Psychology, University of Liverpool and J. Barry Ashcroft, Top Grade Clinical Psychologist, Moss Side Hospital, Liverpool
This book is designed to help those in the caring professions understand and deal with the problem of violent behaviour. Although based firmly on the existing state of academic research, the emphasis is on the practical problems of dealing with violence and thus it should be important reading for all concerned with this growing problem.
£14.95 hbk 0-7099-1931-X 208 pages January 1986

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CHILDREN'S LITERATURE

The Line of Dunes. By Robert Taylor. Andersen Press £4.95. 0 86264 068 7. The Grumpy Project. By Anne Fine. Methuen £5.50. 0 416 44400 8. The May Spoon. By A. Carleone. Methuen £6.50. 0 416 47080 7. Tina Into Two Won't Go. By Elsie Donnelly. Translated by Anthea Bell. Andersen Press £4.50. 0 86264 056 3.

If Nicky, the heroine of *The Line of Dunes*, had read the other three novels under review, she might not have been so upset about being an orphan. Given a straight choice between membership of any of the families in the other books and life in the orphanage, she might well have settled for the latter as the saner bet.

Hitting out at everything and everybody, Nicky goes off to a caravan-park holiday in Wales with a minibusful from the orphanage. She breaks the rules, makes friends with a girl from a gypsy camp, helps the gypsies to avoid eviction and helps the police to nab some crooks. Inevitably, Nicky is recommended for the Police Award and so joins the rest of the human race, accepted by everyone including herself. This is really a very old-fashioned book. True to convention, it has a foolish and well-meaning teacher, a foolish and well-meaning sergeant and a haddie who, when cornered, rasps "I'll get you for this, McKenzie". The book has a brisk story and impeccable moral attitudes: gypsies, orphans, teachers and policemen are all good, ordinary people who win out in the end; which is fair enough and many an upper junior will find this a pleasurable read.

There is nothing ordinary about the Harris family, whose family life is chronicled in *The Grumpy Project*. One's reviewing heart sank on the first page: "The beautiful Natasha Dorgorova spoke from where she leaned, distant and contemptuous, against the dining cupboard door." (Eh? Really?) The Harrises are, to say the least, a verbal bunch: Mother Natasha occasionally lapses darkly into her native Russian, her husband teaches languages and her four children are the kind who would, in due course, all be offered Oxbridge places on two E's (they'd interview sensationally, though they'd probably turn off the down in favour of Coketown Poly.



John Masefield's much-loved classic *The Box of Delights* is reissued in abridged form (Helmman £7.95) to coincide with the television adaptation (to be reviewed next week). Faith Jacques has contributed new magical illustrations, some drawings and some full-colour plates.

Then there's *Granny*, flickering between fantasy and reality and driving Mother and Father so spare that they decide to put her into a home. This provokes the fury of the children, who plot to bring all kinds of pressure to work on their parents. Thus confronted, Natasha and Henry say, in effect, "OK, you want her, you get on with it, we're going out dancing". Anne Fine is well able to sustain the frenetic pace to keep this precarious book. True to convention, it has a foolish and well-meaning teacher, a foolish and well-meaning sergeant and a haddie who, when cornered, rasps "I'll get you for this, McKenzie". The book has a brisk story and impeccable moral attitudes: gypsies, orphans, teachers and policemen are all good, ordinary people who win out in the end; which is fair enough and many an upper junior will find this a pleasurable read.

The May Spoon needed a strong editor to help its author lose at least fifty pages. The form is that of a diary (though 1,500 words on some days make for entries much longer than, say, the ruminations of A. Mole). The "writer" is growing up in Vancouver, with a super-bright older sister, moody and super-bright academic father and crazy mother (still setting plates and food each meal for son, killed fighting on the wrong side in Vietnam). The father, in fact, is the most intriguing element of the book - from the narrator's perspective, he is at once loving and careless, concerned for his children one moment and bored by them the next. The book is an account of how the writer sorts a few things out.

but the story is as loosely woven and unpatterned as life itself and the accusation made by other characters that the writer over-dramatises ordinary events seems just. While it is true that this is a common enough adolescent trait, there did not seem to be sufficient substance of plot or personality for the reader to care enough for the narrator's well-being, and certainly not throughout more than 200 pages.

Tina Into Two Won't Go is another Unhappy Families story. It is translated from the German, and if it has lost anything in the process, it may be its sense of humour, for there seemed to be the remains of some laboured attempts to raise a smile. Otherwise, the book broods in somewhat teutonic fashion. Tina is in the cress of a divorce and the narrative keeps switching from the first person when the focus is on Tina to the third person when on Karl and Angelica, her parents. Both of the adults may seem to young readers to be not merely sad, but also tediously gloomy. Karl steals Tina away and flees to the Canary Islands for Christmas. There is no solution to be found there and father and daughter return. The parents are not glibly reconciled, but they do find a less fraught way of living. Not much has happened, and the book may please those readers whose interest lies in the workings of relationships rather than the attractions of a story line. The Afterword asks "What will happen next?" and concludes, without much conviction, "Things can always change".

Geoff Fox

Paintbox primaries

Warfare in History. By G. A. Embleton. Transport in History. Recreation in History. By Alan Blackwood. Exploration in History. Shopping in History. By Sheila Brown. *Encyclopedia in History.* By Ralph Whitlock. Wayland. Picture History series £4.95 each. *Cannots and the Vikings.* William the Conqueror and the Normans. By Robin May. Elizabeth I and Tudor England. Oliver Cromwell and the Civil War. By Stephen White-Thomson. Wayland. Life and Times series £4.95 each.

YOUR INTERVIEW IN TEACHING

by J. D. Roberts

"... useful... offering comprehensive guidance to candidates for teaching posts..." (*Times Educational Supplement*). "No staffroom should be without this booklet... fun, most readable... An excellent investment." (*Staffroom*).

YOUR INTERVIEW QUESTIONS

by Oliver Hamilton

The author, himself a well-travelled candidate for teaching posts, now a primary school head, suggests responses to over thirty frequently encountered interview questions.

YOUR MICROCOMPUTER IN SCHOOL

by Graham Freese

Aimed at those apprehensive of the microcomputer, the book shows how the new technology can help: the author wrote his text into a popular micro fitted with a word-processor to make copy for the publisher's printer. At 30p, it's a bargain. From NEW EDUCATION PRESS, 27A, Old Broad Street, London EC1M 3JQ.

ing photographs of enclosures, of open cast mining, of dams and highways, of urbanization devastated by dust storm or by war. It all adds up to a well-browsing, and with luck some of the text might even get read too.

But the instinct for illustration seems to have come a bit unstuck in Wayland's Life and Times series. There are pictures here too all right, but the contemporary ones are almost all small and monochrome; what dominates is the good old - bad old - artists' impressions, updated here to bestow on all and sundry well-groomed, wide-eyed, lean-jawed, face-lifted, sun-tanned Dallas-style good looks. To say the least, this is historically unconvincing. On one page there's even a contemporary engraving of a full-faced, slightly balding, ordinary looking John Hampden with underneath, his Hollywood version, all long eyelashes, flowing locks and sharply chiselled features. In colour, of course.

With the Vikings and the Normans the texts rise above the illustrations and there are some good maps. The other two texts though are a fairly standard slightly romanticized view of Tudor England, and a fairly standard anti-Puritan view of the Civil War. Puritanism as presented here is a travesty, with no mention of the liberating rejection of superstition and repressive authority it entailed, its emphasis on education, on marriage as a partnership, on the importance of the individual. This kind of stereotypical approach seems to be the verbal equivalent of the artist's impression. There are better books for primary children than this Hollywood history.

Jessica Savage

Choose your patch

Hulton New Histories: Tribes and Tribunes 0 7175 1237 1. **Serf and Crusader** 1238 X. Crown and Parliament 1239 8. By Philip Savarin. Hulton Education £2.95 each. **Tudor Times.** By Haydn Middleton. Basil Blackwell Living in the Past series £1.95. 0 631 91170 7. **Everyday Life in the Middle Ages.** By Fiona Macdonald. Macdonald Educational. Peoples of the Past series £4.50. 0 356 07532 X. £3.25. 07538 9.

The Story of Travelling: The Middle Ages 0 7175 1192 8. **Tudor and Stuart Times** 1193 6. In Georgian Times 1194 4. **The Nineteenth Century and After** 1195 2. By Molly Harrison. Hulton Educational £1.90 each, £6.80 the set.

Julius Caesar and the Romans 0 85078 423 9. **Alfred the Great and the Saxons** 423 0. By Robin May. Wayland Life and Times series £4.95 each.

Topping a colourful pile comes Philip Savarin's new series from Hulton. Three volumes of a planned five take us confidently and efficiently through the English past to around 1700. In each book the sketchiest of chronological outlines is followed by descriptive spreads on economic and social aspects. The emphasis is firmly upon evidence, documentary, pictorial and archaeological; and upon the skills needed to interpret it. So children in the middle-school range learn to understand and analyse first-hand records, paintings, buildings, artifacts, maps; how to find out more and make models, time-charts, field sketches; how to date evidence and re-create the past.

Nine times out of ten this is very well done. Pictures and written sources are clearly identified and shrewdly used to present a lively view of the past. Just occasionally there are slip-ups. The worst is that eternal "typical" medieval village plan, whose wild implausibilities are so obvious alongside any of the genuine examples readily available. Why, when Hilford Hill and Heathrow so well illustrate its persistence, predecessors, may we not have Wharfedale, or any one of the pre-enclosure villages mapped in so many local record offices?

Reconstruction pictures, bold rather than informative, are sparingly used. Here again are weaknesses. Viking warriors appear thankfully harmless; but unfortunately they all sport instead mass-produced copies of Vendel royal headgear, which seems even less appropriate battle-wear. Incidentally, *Treasure Island* readers will know that "longboats" were not for Viking use. But scattered slips of fact, date and language do not seriously detract from

Tom Corfe

Framework of knowledge

Children's Writing and Reading: Analysing Classroom Language. By Katherine Perera. Blackwell £25.00 and £8.95.

Mrs Perera has tried to do so much in one book that it is difficult to know where to start. Her stated purpose is to provide teachers, speech therapists and educational psychologists with a "framework of knowledge" which will enable them "to assess their pupils' grammatical abilities and then to intervene appropriately to extend them." This is an important work, but it requires a stronger sense of audience and understanding of the pressures under which teachers work than Mrs Perera displays. She may, for example, have felt it essential to begin with a 73-page summary of Professor Quirk's description of English, but I can assure her that most teachers will not, especially as it is illustrated with variations on the theme of "The pen is on the table" rather than examples from children's work.

The author may fairly claim that these come later, but even here we are inevitably given snippets illustrating points of grammar, with only occasional mention either of the context of the writing or of the position of the extract in the piece of work as a whole. This tends to create an impression of fragmentation, which seems to come from the book's format rather than the author's intentions. A selection of

the value of this series.

Tudor Times, continuing an attractive series, also makes much of "evidence". The emphasis is on the pictorial side, and the activities that Haydn Middleton suggests are less purposeful than Savarin's, but this is a vivid view of Tudor social history. There is no better "patch" for children to explore; and - as both writers show - the *Mary Rose* has added dramatically to the evidence.

Everyday Life in the Middle Ages is another addition to a good-looking series. Fiona Macdonald mentions "evidence" to start with, but thereafter relies on straightforward description. She starts well: sensible, direct language backed by bold reconstruction drawings. Then disappointment sets in. There are too many vague generalizations, lifeless and questionable. "Most... many... often... usually... might be" recur time and again. We meet few real people, events or places that might bring to life the medieval world. Simultaneously, the standard of the drawings slumps, with stock "medieval" detail replacing earlier well-founded precision. The Quennells did this sort of thing rather better, if less glossily, 60 years ago.

The Story of Travelling is richly supplied with evidence, good pictures (not always adequately captioned) and useful quotations. Molly Harrison has vivid illustrative detail and suggests some imaginative work. She meanders from her straightforward line of development into byways like Wycliffe or Tudor great houses or the changing meaning of words. The pace is leisurely and the language sometimes loose, as when we are given the misleading impression that Vasco da Gama went to China and Columbus was Spanish. Later volumes in particular seem prone to error: the *Georgian* page 10 suffers several misfortunes, and the *Nineteenth Century* account of railway origins is a travesty. Most regrettable is the complete neglect of the technology of travel. We are told nothing of how ships were built or how they sailed, of how bridges stay up and wheels turned, of how canals were constructed, locks and aqueducts and their specialized skills are one of the attractions of time-of-development history, and these books do not answer the questions they provoke.

At the bottom of the pile, I fear, two pricey books purporting to depict *Life and Times*. Each crams in a scrappy summary of a millennium or so without answering any worthwhile questions, while comic-book illustrations of tough men doing violent things in vaguely old-fashioned clothes help not at all.

Tom Corfe

Talking typewriters

The software developed by Dr Tom Vincent of the Open University to help blind students take Open University degrees is now being used by children in schools for the blind and partially sighted. This technique has been extensively used as a teaching method at Penybont School, Bridgend, a boarding and day school which caters for almost 70 pupils aged 5-16 from Wales and the border counties.

Mid Glamorgan County Council has provided the school with a range of electronic equipment to enable the partially sighted to cope with print for the first time, and help the blind learn braille.

Penybont's work station consists of a braille machine linked to a BBC Micro, a synthesizer, VDU, and a printer. "It translates braille into speech so that blind pupils can hear what they've written, and also tells them whether or not their braille exercises are correct," explains computer teacher Myra Morgan. "Simultaneously teachers can read their work on the VDU screen and, if necessary, obtain a printed copy of it".

Another device used is the Talking Typewriter. As pupils type, each letter is "spoken" by the synthesizer. Punctuation is included, an important feature because characters such as capital letters aren't used in braille. The Talking Typewriter is also the pupils' method of writing stories for the school magazine.

As all the pupils learn to type they have no difficulty operating the computer. Eight-year-olds can successfully load programs, and they enjoy playing computer games.

For the partially sighted, the Micro is a useful tool. Older pupils at Bridgend use this portable machine to store class notes. The entire alphabet is written by pressing a combination of five keys, and it can record five pages in its memory.

"Although half the children can see the VDU screen, a Viewscan enables even more to read print," says Myra Morgan. "By means of an electronic eye it enlarges print to three inches on a portable screen. By enabling the children to read privately, it gives them access to what everyone else takes for granted."

Isolation was a problem for the blind, but Penybont School has largely overcome this by using a computer to translate print to braille. Interfacing a BBC Micro with a Sagen braille printer enables teachers to type messages which will be read in braille by the pupils. And to ensure that they keep up to date with events outside the school, volunteers type newspaper articles and community news items for the children to read in braille. The service is also provided for blind people living in the area.

Senior pupils sit a range of CSE exams, but teachers are convinced that more teaching programs are required. Music, for example, could be learned by computer - it isn't easy to learn the subject in braille. Despite the difficulty, however, pupils learn to play wind instruments and make progress to the piano.

The school also liaises with partially sighted pupils in Mid Glamorgan who have elected to stay within mainstream education. Two of Penybont's teachers regularly visit them, familiarizing them with the Microwriter and introducing them to closed circuit television. By placing a book beneath the camera, a page of text can be enlarged upon the screen.

As well as being a teaching medium, computing is also a skill taught at the school. Although the scheme has only been running two years, it is anticipated that some of the pupils will follow an A level course in computing at the FE College for the Blind, Hereford. Important though this is in career terms, Myra Morgan is convinced that technology has made an even more fundamental breakthrough. "It's boosted their self-esteem, and enabled them to communicate confidently for the first time with the sighted world."

Iola Smith



Frank Gormlie tries out the new camcorders from JVC and Sony

The video camera can be thought of as an electronic pencil. Once the very basic skills of how to hold it properly, which direction to point it in and what buttons to press, have been acquired, there remains the problem of learning how to use it to make real programmes. Rather than simply "taking the line for a walk" or the video equivalent of pointing the camera at anything that moves, pupils can learn the more complex but more interesting skills necessary to make real programmes. This means that they have to understand some of the "grammar" of television or film and some of the technical codes of lighting and sound.

The new "camcorders" (combined camera and video recorder) might be a bit like a propelling pencil. While they look good and offer some things automatically, there is the question of whether they are really worth the amount which schools would have to lay out for them. Both the Sony Betamovie and the JVC Videomovie cost over £1,000. Testing them over the past few weeks, mostly with younger classes, the main question in my mind is whether they are worth the money.

The main advantage of both systems is their portability. The Betamovie can be comfortably held by the smallest first-year pupil and the Videomovie is even lighter. There are no trailing wires for inevitably lively children to get entangled in. Their lightness means that they are particularly good in action situations, sports and dancing for example.

Both systems are technically very good. Colour definition is excellent and colour balance is easily set. The Betamovie has an additional feature which allows you to obtain the best focus when using the zoom lens, and both cameras operate well in low light.

One failing with many of the domestic cameras is that the automatic iris takes some time to adjust to light changes. Whether shooting outside, or indoors using natural light from windows, this can cause you to lose the image for up to a second. Both cameras adapt rapidly to light changes and the JVC Videomovie has the additional advantage of a manually adjustable iris which allows for a fade to black

between shots.

Where the JVC machine scores over the Betamovie is in the ability to rewind and review the tape in the camera. The Videomovie works on a mini VHS cassette which needs an adaptor "mother" cassette before it is played in a normal-sized VCR, whereas the Beta cassette can be transferred directly into a normal machine for playback. But the Beta tape cannot be rewound in the camera and there is no way of reviewing what has just been shot. Given that the main advantage of the camcorder is its portability and its attraction for "location" shooting, this is a major disadvantage of the Beta machine.

4 The question of whether to buy a camcorder rather than a portapak plus camera is one which you will have to answer according to your needs.

Both can be used with an adaptor to run off the mains for indoor or studio work. The Videomovie can also be connected to a monitor so you can actually see what you are shooting on the screen. The Beta cassette needs to be transferred into a VCR before playback.

The use of the single camera for recording presents a rather strange regression in technique. Instead of the techniques of the television studio where you can cut from one camera to another and mix shots electronically, single camera recording is much more like the process of shooting a film. The editing is a post-production process. Unless you have access to editing suites most of this work is done across two half-inch tape machines and the inadequacies of that will be well known to most teachers.

One way of minimizing this is through tight scripting and shooting in sequence, so that final editing only needs to link sections of a programme together rather than attempt to edit single shots. The pause button on the camera takes on a new importance in this, allowing in-camera cuts which can

be quite sophisticated. The JVC Videomovie has a slight problem here as there is often a break-up of picture when using the pause facility. However, the ability to check the skill of your 13-year-old camera operator by reviewing the shot is perhaps more important. The manually-controlled iris also gives an alternative way of moving from one shot to another, allowing for the variety of the fade to black rather than the straight cut.

One neglected area in many domestic cameras has been the sound recording and I am glad to be able to report that both Sony and JVC seem to have taken care of this. Both mikes are mounted on the tops of the cameras away from the hand controls and the noise of the zoom. The Sony microphone is directional and even cuts out noise from behind the camera so that the inadvertent grunts of the operators are not picked up.

One disadvantage of the miniaturization of the Videomovie is that the control buttons are very small and it's easy to press the wrong button while you are looking through the viewfinder. The battery is also very compact and that means that it doesn't last as long as the Betamovie's before it has to be re-charged.

Which system you buy will probably depend more on the format which your institution is presently using rather than on comparisons of features and facilities, but the question of whether to buy a camcorder rather than a portapak plus camera is one which you will have to answer according to your needs.

The camcorder is a great piece of personal video equipment. It's the sort of equipment you might consider taking on holiday, transporting around the Albion or using to tape a family celebration. In schools and colleges its advantages are in its simplicity; students don't need much time to get used to it, it can be taken almost anywhere. If you want to use a video camera simply to record events in the school year then the camcorder might be for you. If you are using video equipment as part of a course on what filming or television is about, the money could be better spent on less flashy but more versatile equipment.

Lecture

The Birth of Israel
By Robin Cross
Filmstrip (small frame format) and audiocassette
Price £13.74 plus p & p
Audio Learning (Unit 1), The Works,
105a Torrion Avenue, London NW5.

Robin Cross has written an informative and well-structured lecture which outlines the origins and birth of modern Israel. He briefly describes the Diaspora and then chronicles the early 20th-century Jewish settlement of Palestine from the founding of Tel Aviv, through the establishment of the first kibbutzim up to the Balfour Declaration. This is shown to be "a typical British compromise" and the subsequent continuing hostility between Jews and Arabs (together with Western involvement in what cannot be dismissed as a private quarrel) is described objectively.

So far, so good. Judged simply as a script, it could be a useful contribution to fifth and sixth-form history and religious education courses. However, it must be said that the production falls short. The fact that the review copy of the tape was horrendously over-recorded with resulting distortion and ended abruptly mid-sentence could be put down to being an isolated (if careless) accident. What cannot be forgiven is the way in which a single frame has to stay on screen long after it is relevant; the blue in which sepia-toned and steel-blue monochrome frames alternate distractingly; and the fact that the audio element is only a single-voice lecture.

Unlike some rival publishers, Audio Learning seems never to use music, sound effects or even a variety of voices on its tapes. Just over £14 is a lot of money to pay for a poorly recorded, under-illustrated, half-hour lecture.

David Self

notes

IBA - TELEVISION AND RADIO 1985

The 30th year of Independent Broadcasting is marked by the publication this week of the Independent Broadcasting Authority's annual handbook. The different sections cover the IBA's role in programme planning and policy, the various radio and television departments, advertising, technological developments, financing, teletext and job opportunities in ITV, ILR and the IBA.

"Television and Radio 1985" is available, price £3.90, from booksellers and newsgroups, or from Independent Television Publications Ltd, Circulation Department, Wimpole Road, Watford, Herts (LS1 9JH).

LISTENING APPROACH
Stephen Grigg, writer of the article on the Gateshead Home Reading Project in the Primary Education Extra (7/5, November 16), would like to point out that the two approaches used with the groups of children were "paired reading" and "listening skills".

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording For The Month of December, 1984.

December 1st	13.30	Chips Cook - Series II	Free Code B
	20.00	The Sonnets of William Shakespeare	Free Code A
	21.15	Trilogies	Free Code F
December 2nd	13.00	Utopia Limited	Free Code A
	17.15	The Business Programme	Free Code F
December 3rd	17.30	Black & White & Read All Over	Free Code B
December 4th	15.45	Years Ahead	Free Code E
December 5th	18.30	The Living Body	Free Code B
	20.30	Diverse Reports	Free Code A
December 7th	19.30	Right To Reply	Free Code A
	22.15	A Week In Politics	Free Code B
December 8th	13.30	Chips Cook - Series II	Free Code B
	20.00	The Sonnets of William Shakespeare	Free Code A
	21.15	Trilogies	Free Code D
	21.30	Utopia Limited	Free Code A
	21.45	The Business	Free Code F
	22.15	Years Ahead	Free Code E
	22.30	The Living Body	Free Code B
	22.45	Diverse Reports	Free Code A
	23.00	Right To Reply	Free Code B
	23.15	A Week In Politics	Free Code B
	23.30	Chips Cook - Series II	Free Code B
	23.45	The Sonnets of William Shakespeare	Free Code A
	24.00	Trilogies	Free Code D
	24.15	Utopia Limited	Free Code A
	24.30	The Business	Free Code F
	24.45	Years Ahead	Free Code E
	25.00	The Living Body	Free Code B
	25.15	Diverse Reports	Free Code A
	25.30	Right To Reply	Free Code B
	25.45	A Week In Politics	Free Code B
	26.00	Chips Cook - Series II	Free Code B
	26.15	The Sonnets of William Shakespeare	Free Code A
	26.30	Trilogies	Free Code D
	26.45	Utopia Limited	Free Code A
	27.00	The Business	Free Code F
	27.15	Years Ahead	Free Code E
	27.30	The Living Body	Free Code B
	27.45	Diverse Reports	Free Code A
	28.00	Right To Reply	Free Code B
	28.15	A Week In Politics	Free Code B
	28.30	Chips Cook - Series II	Free Code B
	28.45	The Sonnets of William Shakespeare	Free Code A
	29.00	Trilogies	Free Code D
	29.15	Utopia Limited	Free Code A
	29.30	The Business	Free Code F
	29.45	Years Ahead	Free Code E
	30.00	The Living Body	Free Code B
	30.15	Diverse Reports	Free Code A
	30.30	Right To Reply	Free Code B
	30.45	A Week In Politics	Free Code B
	31.00	Chips Cook - Series II	Free Code B
	31.15	The Sonnets of William Shakespeare	Free Code A
	31.30	Trilogies	Free Code D
	31.45	Utopia Limited	Free Code A
	32.00	The Business	Free Code F
	32.15	Years Ahead	Free Code E
	32.30	The Living Body	Free Code B
	32.45	Diverse Reports	Free Code A
	33.00	Right To Reply	Free Code B
	33.15	A Week In Politics	Free Code B
	33.30	Chips Cook - Series II	Free Code B
	33.45	The Sonnets of William Shakespeare	Free Code A
	34.00	Trilogies	Free Code D
	34.15	Utopia Limited	Free Code A
	34.30	The Business	Free Code F
	34.45	Years Ahead	Free Code E
	35.00	The Living Body	Free Code B
	35.15	Diverse Reports	Free Code A
	35.30	Right To Reply	Free Code B
	35.45	A Week In Politics	Free Code B
	36.00	Chips Cook - Series II	Free Code B
	36.15	The Sonnets of William Shakespeare	Free Code A
	36.30	Trilogies	Free Code D
	36.45	Utopia Limited	Free Code A
	37.00	The Business	Free Code F
	37.15	Years Ahead	Free Code E
	37.30	The Living Body	Free Code B
	37.45	Diverse Reports	Free Code A
	38.00	Right To Reply	Free Code B
	38.15	A Week In Politics	Free Code B
	38.30	Chips Cook - Series II	Free Code B
	38.45	The Sonnets of William Shakespeare	Free Code A
	39.00	Trilogies	Free Code D
	39.15	Utopia Limited	Free Code A
	39.30	The Business	Free Code F
	39.45	Years Ahead	Free Code E
	40.00	The Living Body	Free Code B
	40.15	Diverse Reports	Free Code A
	40.30	Right To Reply	Free Code B
	40.45	A Week In Politics	Free Code B
	41.00	Chips Cook - Series II	Free Code B
	41.15	The Sonnets of William Shakespeare	Free Code A
	41.30	Trilogies	Free Code D
	41.45	Utopia Limited	Free Code A
	42.00	The Business	Free Code F
	42.15	Years Ahead	Free Code E
	42.30	The Living Body	Free Code B
	42.45	Diverse Reports	Free Code A
	43.00	Right To Reply	Free Code B
	43.15	A Week In Politics	Free Code B
	43.30	Chips Cook - Series II	Free Code B
	43.45	The Sonnets of William Shakespeare	Free Code A
	44.00	Trilogies	Free Code D
	44.15	Utopia Limited	Free Code A
	44.30	The Business	Free Code F
	44.45	Years Ahead	Free Code E
	45.00	The Living Body	Free Code B
	45.15	Diverse Reports	Free Code A
	45.30	Right To Reply	Free Code B
	45.45	A Week In Politics	Free Code B
	46.00	Chips Cook - Series II	Free Code B
	46.15	The Sonnets of William Shakespeare	Free Code A
	46.30	Trilogies	Free Code D
	46.45	Utopia Limited	Free Code A
	47.00	The Business	Free Code F
	47.15	Years Ahead	Free Code E
	47.30	The Living Body	Free Code B
	47.45	Diverse Reports	Free Code A
	48.00	Right To Reply	Free Code B
	48.15	A Week In Politics	Free Code B
	48.30	Chips Cook - Series II	Free Code B
	48.45	The Sonnets of William Shakespeare	Free Code A
	49.00	Trilogies	Free Code D
	49.15	Utopia Limited	Free Code A
	49.30	The Business	Free Code F
	49.45	Years Ahead	Free Code E
	50.00	The Living Body	Free Code B
	50.15	Diverse Reports	Free Code A
	50.30	Right To Reply	Free Code B
	50.45	A Week In Politics	Free Code B
	51.00	Chips Cook - Series II	Free Code B
	51.15	The Sonnets of William Shakespeare	Free Code A
	51.30	Trilogies	Free Code D
	51.45	Utopia Limited	Free Code A
	52.00	The Business	Free Code F
	52.15	Years Ahead	Free Code E
	52.30	The Living Body	Free Code B
	52.45	Diverse Reports	Free Code A
	53.00	Right To Reply	Free Code B
	53.15	A Week In Politics	Free Code B
	53.30	Chips Cook - Series II	Free Code B
	53.45	The Sonnets of William Shakespeare	Free Code A
	54.00	Trilogies	Free Code D
	54.15	Utopia Limited	Free Code A
	54.30	The Business	Free Code F
	54.45	Years Ahead	Free Code E
	55.00	The Living Body	Free Code B
	55.15	Diverse Reports	Free Code A
	55.30	Right To Reply	Free Code B
	55.45	A Week In Politics	Free Code B
	56.00	Chips Cook - Series II	Free Code B
	56.15	The Sonnets of William Shakespeare	Free Code A
	56.30	Trilogies	Free Code D
	56.45	Utopia Limited	Free Code A
	57.00	The Business	Free Code F
	57.15	Years Ahead	Free Code E
	57.30	The Living Body	Free Code B
	57.45	Diverse Reports	Free Code A
	58.00	Right To Reply	Free Code B
	58.15	A Week In Politics	Free Code B
	58.30	Chips Cook - Series II	Free Code B
	58.45	The Sonnets of William Shakespeare	Free Code A
	59.00	Trilogies	Free Code D
	59.15	Utopia Limited	Free Code A
	59.30	The Business	Free Code F
	59.45	Years Ahead	Free Code E
	60.00	The Living Body	Free Code B
	60.15	Diverse Reports	Free Code A
	60.30	Right To Reply	Free Code B
	60.45	A Week In Politics	Free Code B
	61.00	Chips Cook - Series II	Free Code B
	61.15	The Sonnets of William Shakespeare	Free Code A
	61.30	Trilogies	Free Code D
	61.45	Utopia Limited	Free Code A
	62.00	The Business	Free Code F
	62.15	Years Ahead	Free Code E
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	66.15	The Sonnets of William Shakespeare	Free Code A
	66.30	Trilogies	Free Code D
	66.45	Utopia Limited	Free Code A
	67.00	The Business	Free Code F
	67.15	Years Ahead	Free Code E
	67.30	The Living Body	Free Code B
	67.45	Diverse Reports	Free Code A
	68.00	Right To Reply	Free Code B
	68.15	A Week In Politics	Free Code B
	68.30	Chips Cook - Series II	Free Code B
	68.45	The Sonnets of William Shakespeare	Free Code A
	69.00	Trilogies	Free Code D
	69.15	Utopia Limited	Free Code A
	69.30	The Business	Free Code F
	69.45	Years Ahead	Free Code E
	70.00	The Living Body	Free Code B
	70.15	Diverse Reports	Free Code A
	70.30	Right To Reply	Free Code B
	70.45	A Week In Politics	Free Code B
	71.00	Chips Cook - Series II	Free Code B
	71.15	The Sonnets of William Shakespeare	Free Code A
	71.30	Trilogies	Free Code D
	71.45	Utopia Limited	Free Code A
	72.00	The Business	Free Code F
	72.15	Years Ahead	Free Code E
	72.30	The Living Body	Free Code B
	72.45	Diverse Reports	Free Code A
	73.00	Right To Reply	Free Code B
	73.15	A Week In Politics	Free Code B
	73.30	Chips Cook - Series II	Free Code B
	73.45	The Sonnets of William Shakespeare	Free Code A
	74.00	Trilogies	Free Code D
	74.15	Utopia Limited	Free Code A
	74.30	The Business	Free Code F
	74.45	Years Ahead	Free Code E
	75.00	The Living Body	Free Code B
	75.15	Diverse Reports	Free Code A
	75.30	Right To Reply	Free Code B
	75.45	A Week In Politics	Free Code B
	76.00	Chips Cook - Series II	Free Code B
	76.15	The Sonnets of William Shakespeare	Free Code A
	76.30	Trilogies	Free Code D
	76.45	Utopia Limited	Free Code A
	77.00	The Business	Free Code F
	77.15	Years Ahead	Free Code E
	77.30	The Living Body	Free Code B
	77.45	Diverse Reports	Free Code A
	78.00	Right To Reply	Free Code B
	78.15	A Week In Politics	Free Code B
	78.30	Chips Cook - Series II	Free Code B
	78.45	The Sonnets of William Shakespeare	Free Code A
	79.00	Trilogies	Free Code D
	79.15	Utopia Limited	Free Code A
	79.30	The Business	Free Code F
	79.45	Years Ahead	Free Code E
	80.00	The Living Body	Free Code B
	80.15	Diverse Reports	Free Code A
	80.30	Right To Reply	Free Code B
	80.45	A Week In Politics	Free Code B
	81.00	Chips Cook - Series II	Free Code B
	81.15	The Sonnets of William Shakespeare	Free Code A
	81.30	Trilogies	Free Code D
	81.45	Utopia Limited	Free Code A
	82.00	The Business	Free Code F
	82.15	Years Ahead	Free Code E
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	85.45	A Week In Politics	Free Code B
	86.00	Chips Cook - Series II	Free Code B
	86.15	The Sonnets of William Shakespeare	Free Code A
	86.30	Trilogies	Free Code D
	86.45	Utopia Limited	Free Code A
	87.00	The Business	Free Code F
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	89.15	Utopia Limited	Free Code A
	89.30	The Business	Free Code F
	89.45	Years Ahead	Free Code E
	90.00	The Living Body	Free Code B
	90.15	Diverse Reports	Free Code A
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	104.00	Trilogies	Free Code D
	104.15	Utopia Limited	Free Code A
	104.30	The Business	Free Code F
	104.45	Years Ahead	Free Code E
	105.00	The Living Body	Free Code B
	105.15	Diverse Reports	Free Code A
	105.30	Right To Reply	Free Code B
	105.45	A Week In Politics	Free Code B
	106.00	Chips Cook - Series II	Free Code B
	106.15	The Sonnets of William Shakespeare	Free Code A
	106.30	Trilogies	Free Code D
	106.45	Utopia Limited	Free Code A
	107.00	The Business	Free Code F
	107.15	Years Ahead	Free Code E
	107.30	The Living Body	Free Code B
	107.45	Diverse Reports	Free Code A
	108.00	Right To Reply	Free Code B
	108.15	A Week In Politics	Free Code

A licensing scheme to enable the recording off-air of TV programmes for Educational and Training purposes. The scheme commenced on 1st May 1984. Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes. Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Gullit. To register contact Gullit Learning at the address below:

December 21st	19.30	Right To Reply	Free Code A
	22.15	A Week In Politics	Free Code B
	22.30	Chips Cook - Series II	Free Code B
	22.45	The Sonnets of William Shakespeare	Free Code A
	23.00	Utopia Limited	Free Code A
	23.15	The Business	Free Code F
	23.30	Years Ahead	Free Code E
	23.45	The Living Body	Free Code B
	24.00	Right To Reply	Free Code B
	24.15	The Sonnets of William Shakespeare	Free Code A
	24.30	Utopia Limited	Free Code A
	24.45	The Business	Free Code F
	25.00	Years Ahead	Free Code E
	25.15	The Living Body	Free Code B
	25.30	Diverse Reports	Free Code A
	25.45	Right To Reply	Free Code B
	26.00	A Week In Politics	Free Code B
	26.15	Chips Cook - Series II	Free Code B
	26.30	The Sonnets of William Shakespeare	Free Code A



TV Recording Licence Dept.
GULLIT LEARNING
Gullit House, Peterborough PE2 0PZ
Telephone 0775 951122

briefings

radio & tv

EDUCATION NOW
BBC School Radio is to broadcast five phone-ins on matters educational from Monday to Friday, 2.00-2.30pm. Chaired by Libby Purves, the topics covered will be the 16+ examination (Monday); Education - What are We Paying For? (Tuesday); Parent Power (Wednesday); Special Needs (Thursday); and Options at 16 (Friday). Expert panelists will include Professor Ted Wragg, Director of the School of Education at Exeter University, John Tomlinson, Director of Education for Cheshire; and Tony Lewis, Senior Inspector, Special Education in Manchester.

Lines will be open at 1.00pm each day to enable teachers with classroom commitments to have their questions noted (even if they aren't able to hear the answers) and parents, pupils and employers are invited to take part by ringing 01-580 4411 between 1.00 and 2.30pm. A special advice service will be set up on 01-993 0366 after 2.30 each day.

For schools

RELIGIOUS EDUCATION

(Mon-Fri 11.00, VHF4)
"Examining Belief" is a unit of four programmes for 13 to 16-year-olds on the nature of belief.

WEB OF LANGUAGE

(Mon-Fri 11.20, VHF4)
A series illustrating how spoken language varies in different places and everyday situations. Ten programmes for black recording and use with 10 to 12-year-olds.

LISTENING TO MUSIC

(Mon-Fri 11.40, VHF4)
A group of 10 programmes to introduce 11 to 13-year-olds to some of the more popular orchestral pieces.

BOOKS, PLAYS, POEMS

(Mon-Fri 14.30, VHF4)
An adaptation of Julius Caesar by Fleur Alcock aims to stimulate the interests of 14 to 16-year-old examination students.

Continuing education

LANGUAGES FOR LIFE

(Sunday 10.30, BBC1)
A programme about the case for "mother tongue" work in schools. Shown three times and dubbed into Punjabi, Bengali and Italian, with English subtitles.

COUNTING ON

(Monday 18.00, C4)
Fred Harris explains the mystery of the 24-hour clock and helps unravel bus and train timetables.

MICRO LIVE

(Friday 18.00, BBC2)
What can you give the computer buff for Christmas? Lesley Judd and Ian McNaughton-Davis offer ideas and shows a graphics system to design Christmas cards.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 2 Dec 1984.

Sunday December 2
13.00 Utopia Limited: Burning Issue
Frie Code A
17.15 The Business Programme Frie Code F
Monday December 3
17.30 Black & White & Read All Over
Frie Code D
Tuesday December 4
15.45 Years Ahead Frie Code B
Wednesday December 5
18.30 The Living Book: Decision
Frie Code E
21.30 Universal Reports Frie Code B

Friday December 7
19.30 Right To Reply Frie Code A
22.15 A Week in Politics Frie Code B
Saturday December 8
13.30 Cine Comic - Series II: Night
Frie Code B
20.00 The Sonnets of William Shakespeare
Frie Code D
21.15 Teleplay Frie Code D
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GUILD LEARNING
Guild House Peterborough PE2 8PZ
Telephone (0733) 63122



The old network?

School Radio is working hard to get young people actively listening to radio. What is Radio 4 doing to keep that audience? Nick Baker reports

presenter at all. There's a good deal more emphasis on informal discussion and live broadcasting, particularly where current affairs is concerned.

Claire Chovil is wary of encouraging too much taping because she's concerned that programmes get listened to rather than ending up literally "on the shelf". The increase in topical output certainly lends itself to live listening, and Ms Chovil wants to promote the ideal that listening can be active. There are plans for more phone-ins. For the *Jury-type* discussion programmes and an increasing emphasis, as on Radio 4, on listener involvement.

What is Radio 4 doing to perpetuate the trend of encouraging young listeners that School Radio is working so hard at? The answer, unfortunately, seems to be not much. A browse through *Radio Times* will more or less confirm that the average Radio 4 listener is over 30, keen on high-quality current affairs coverage and has a passionate interest in his or her house, mortgage, garden, car. His taste may run to light classical music and formula chat shows featuring novelists with a new book to sell, or American starlets turned health fanatics, or grannies who have recently completed sponsored London to John O'Groats pogo stick expeditions. The vocal style of Richard Baker personifies Radio 4.

These are acquired tastes, and with the temptations of diversified radio, not to mention television, video and home computers, how can we be sure that young people will go on acquiring them?

"Radio 4 is an adult channel and must continue to be one," says controller David Hatch. "We find people in their late teens starting to tune to light entertainment shows like *Box of Clever* and *Radio Active*." (Hatch was himself a member of the cast on the sixties' *I'm Sorry I'll Read That Again* comedy programme that spawned *Monchy*

Over the last five years the use of video in EFL has increased rapidly. Most schools in the UK now have at least one machine and in many countries abroad there is lively activity. Turkey and Thailand, for example, are both developing efficient educational systems, based largely on the adaptation and re-working of BBC courses such as *Follow Me*. From the Volkshochschulen in Germany, the media centres in Scandinavia, the chambers of commerce schools in France to the universities in Japan, video is the fastest growing area of educational innovation.

There are obvious reasons for this. Video is a powerful motivator presenting a rich variety of experiences. It shows language in action in real situations and enables the study of crucial paralinguistic factors. No other medium can rival television for the reinforcement and practice of listening and oral skills. Apart from visiting, there is no better way of catching the flavour of Britain, particularly in the presentation of topical material. For teachers abroad there are additional advantages, not least the potential television provides for keeping in touch with linguistic developments and with the social, political and commercial scene.

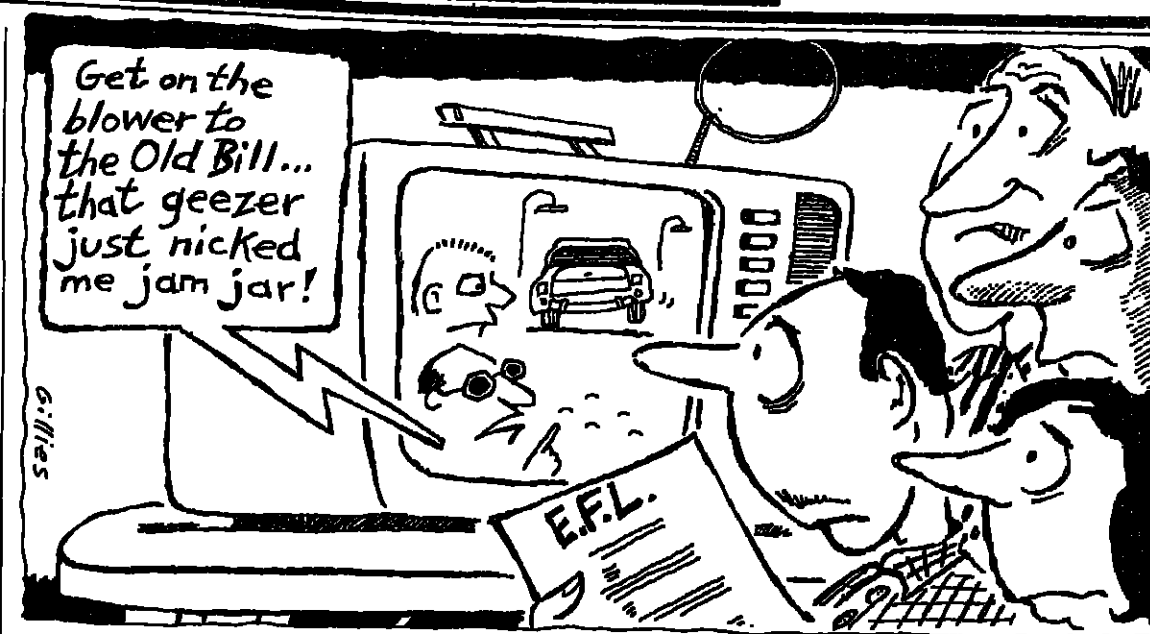
Despite these advantages there appear to be some classroom situations where video is still not being used as effectively as it could be. The programmes are played through without a pause and then followed up by desultory questions which leave students bewildered and frustrated.

One of the biggest problems for learners is that we often expect too much too soon in the way of active oral responses. Students who find it difficult to formulate opinions in their own language come to associate the language class with tasks which destroy their self-confidence.

A particularly important role for video, therefore, is to provide stimulating practice in comprehension, in listening to learn, in revision and in the building of vocabulary. The key here is to focus attention in a forceful way on the vehicle of delivery rather than on the information itself. Research suggests that with gist comprehension tasks alone the learner stores the information in the form in which that information is delivered. Stimulating active encoding should, therefore, be a major objective in devising exercises.

Here are a few suggestions which have proved effective in EFL classes, for practising listening skills where active oral response is required.

Listening grids can be drawn up in many shapes and forms. Students can be given a series of phrases, some of which appear in the programme and some of which do not. Their task is simply to underline or ring the former. "Who said what?" is another format where students are given a number of key phrases from the programme in a vertical list with the names of the characters horizontally; they then have



Freeze frame

Brian Hill on exercises for using video in EFL

to match the two. Grids can also be used to focus attention on functions such as the understanding of likes and dislikes.

In programme one of the BBC series *Challenges*, for instance, a young girl is flat hunting. She visits three possible places, each with its own characteristics. A listening grid here could simply focus on what she likes and dislikes by getting the student to fill in the advantages and disadvantages she notes.

A vocabulary recognition grid based on the same situation could pick up some of the facilities, with the student being asked just to tick the relevant box.

Re-arranging the text is a popular and useful exercise at the lower level. Here a dialogue is re-jigged to place the exchanges in the wrong order. After seeing the programme, students have to put them in their correct place.

- Where is the park, please?
- Good morning.
- Of course.
- Could you help me?

True-false statements and multiple choice questions still have a role to play, with the level of difficulty being defined by the degree of discrimination required to get it right. Further points to decide are: should the question/statement be given in advance or after the viewing, orally or in written form, in the native or target language?

At more advanced level with monolingual classes re-translation provides a demanding task. Here pupils are given a series of phrases in their native tongue and, with the teacher making

appropriate use of the stopframe, they are asked to locate and reproduce the corresponding phrase in English. If teachers have pedagogic objections to this, or if they are working with poly-lingual groups the same result can be achieved by using *synonyms*.

Key word context questions are also useful for spotlighting important phrases to be understood. Students are given a number of key words or phrases and with the teacher again using the stop-frame, they are asked to recognize the context in which these words/phrases appear, reproducing either the exact form or a paraphrase in their mother tongue.

The stimulation of spoken skills is also a crucial consideration, particularly in communicative syllabuses, and television is an ideal way of provoking classroom interaction. The advantages of not demanding too much too soon, however, cannot be overemphasized. Many people are turned off English simply because they are faced with complex oral tasks which would prove too demanding even in their mother tongue.

Repetition is the starting point for the development of spoken skills. At its most simple it is based on the stop

frame of a caption with the teacher picking up the phrase to be articulated. This can then lead to repetition of phrases without captions, again with the teacher intervening at first and finally, with pupils repeating direct from the screen what has been said by the characters in the programme. The teacher intervention factor here is quite crucial in deciding the level of difficulty for the student.

Predictive Speech is the next step in the progression. At first this should be based on recall. In programme 12 of *Follow Me* somebody is looking for his girl-friend.

Young man: Can you help me, please? I'm looking for my girl-friend.

Frances: What does she look like? Young man: She's got long fair hair. At this point the teacher replays the sequence, stopping after "What does she look like?" and asking the student to supply "She's got long fair hair".

Predictive speech can also be developed "open-endedly" where the programme is simply stopped and pupils are asked what they think will be said next. When enough suggestions have been gathered the "pause" is released and the master version appears.

This same open-ended approach can be applied to stop-frame descriptions where students say anything which comes to mind stimulated by the frozen picture, and to commentary work where the volume is turned off and the pictures are used as the prompt. For the latter it is better to build up the commentary with the teacher stop-framing and helping students with ideas, rather than throwing

them in at the deep end and asking them to supply commentaries without any help.

These, then, are just a few of the ideas that EFL teachers are using successfully in the classroom. There are, of course, many other possibilities, particularly for developing written skills, which help bring the teaching of English to life and which make the use of television an active and rewarding experience for both students and teachers.

The rapid spread of microcomputers means that attention can increasingly be concentrated on interactive video, based on tape or, more effectively, on videodisc.

Interactive video is ideal for individual or small group work and is likely to be most useful where extra personal reinforcement is needed or where, for one reason or another, it is difficult to get groups of learners to the same place at the same time. The ingredients of an interactive system are simple. The learner needs a micro, a TV monitor, a disk drive/cassette player and a videodisc/tape player. Where a monitor is already available this requires an expenditure of about £650 upwards.

Two types of programme are currently being developed. In the first the television element is specially filmed, enabling the direct involvement of the learner. She is encouraged to be an active participant in dialogues and in the creation of situations. In *Flight 505* for instance, which is being developed by the BBC primarily for the Japanese EFL market, a Japanese businessman is confronted with a number of situations, the outcome and progress of which can be directed by the learner. She is asked to notice and react to a variety of linguistic and para-linguistic clues.

While this type of interactive program is probably the best, it is expensive, because of the need to use original television material. The way round this is to use existing television material which is then adapted to the interactive mode.

In the short-term at least, this is likely to prove the most popular solution, because interactive video will need to be very competitive to take a share of the EFL market and partly because a store of appropriate archive material is already in existence.

At the moment interactive programmes are being developed based on the BBC *Follow Me* series. If this is successful, future projects could draw on the BBC's extensive video archives and on the increasing archives of commercial companies such as Nelson, Film-Scan, Macmillan and Longman. Interactive video is without doubt the nearest and most effective use of television. It combines the patience and the capability for thorough structured presentation, which is a feature of the computer, with the motivating power and the potential for showing language in action in real situations, which is the key characteristic of television. Together they make a powerful teaching medium.

Human 'replacement'

SCHOOLS TELEVISION

Good Health: What Next?
ITV, Central
Teachers' preview Tuesday 9.50am
To be transmitted March 19 and 29

At least this programme has some humour in it. Though the programme-makers feel they have to excuse their light-hearted introduction (in the notes - on the grounds that children are likely to giggle and be embarrassed), nine year-old Jack and 11-year-old Lucy seem so refreshingly normal in their "Oo, you are awful" banter that giggles are likely to be sympathetic rather than a reaction to grown-up seriousness.

The danger with this programme, as with any sex education aid, is that it can only be as good as the teachers using it. If they feel embarrassed and anxious over the material, that will come across more strongly than any factual information. If they feel secure with the subject, then children's laughter will not worry them - indeed, they might even join in.

Children aged 8-11 do usually have some sexual information, however distorted. By using the device of a robot from outer space who needs information on human "replacement" the programme makers have cleverly put the children themselves in the role of informants. Zab, the silvery and naïve alien, is bound to be a hit, and some of his questions - on why we need two parents and the multiplication of cells - could be useful in a biology follow-up. The oddball perspective of a visitor from space is useful for clarifying the notion of immature beings who need to

develop from dependence to independence - what is a baby?

Growth toward sexual maturity is set firmly in the context of human growth altogether, as is the modern trend. Menstruation is not mentioned and sexual intercourse is merely given in the context of impregnation. A programme is not as far-reaching as the BBC's *Merry-Go-Round* series, even allowing for its smaller compass, and talks of emotions only when pointing out a child's need for love and protection. This is quite suitable for the latency age group's avoidance of anything "soppy", though when Zab the robot remarks, after some film of mothers drying toddlers' tears, "Mothers are very useful", the boy Jack quickly adds "And dads are too".

The personnel and setting are relentlessly white, middle-class and nuclear family. A mum pops in and out to reassure and mildly rebuke the children for thinking naughtiness "rude". She it is, who tells the robot to get off home (for his tea?), and who remarks that "Grown-ups have to tell their children and they will tell their own children".

Although this programme is well made and straightforward, as well as blessedly light, there is no substitute for adult-to-child direct conversation. If film, however miraculous, of the developing embryo, is substituted for personal availability to questions, children will rightly sense that science is being used where a previous age used propriety, as a cover-up for adult unease.

Victoria Neumark

Reading pictures

Grammatical structures are built up systematically, so that it takes up to six months for users to progress from words to phrases. This is remarkably quick - some deaf children using traditional learning methods aren't able to read some sentences until their teenage years.

The program is currently being piloted in six schools in south west England. When the hardware was installed Peter Lees spent a week at each school introducing teachers and pupils to the software. "Although *Catch-Up* includes a library of 230 pictures, we made sure that it's flexible enough to allow schools to modify it if they wish," he explains.

"In order that teachers can alter pictures, words or sentences, we include a blank floppy disk in the package to accommodate their adaptations. This has the benefit of personalizing the software because the pupils' favourite pictures can be used instead of our drawings. Similarly phrases can be applied to more than one picture, thereby enabling the children to repeat unfamiliar syntax".

By age seven to eight, deaf pupils are ready to develop their power of comprehension. This is done in *Catch-Up* by identifying geometric shapes and matching a picture on the touch-sensitive keyboard with the sentence

on the screen. The program also covers prepositions and adjectives. Animal pictures enable pupils to evaluate size and appearance - a dog is now described as being "fat" or "thin". By this stage the children have learned to read coherently.

After reading, the program evolves to encourage writing. The pupils have learned sufficient linguistic skills to write their own stories from the pictures and, as the BBC micro is interfaced with a printer, the stories can be recorded. "This is often the first time that the children have a personal copy of their work," says *Catch-Up*'s designer, Dr Bernard Chapman. "We want to extend this aspect of the program to include an edit facility so that the pupils can change or correct their work if they wish. Developing observational skills is another of *Catch-Up*'s objectives. This is achieved through a series of question and answer sessions in which pupils reply to the computer's questions by touching the correct picture on the keyboard.

The program isn't limited to helping the deaf - it has applications in other special schools. ESN children, with little linguistic comprehension can use the system successfully, while teachers in schools for the physically handicapped can adapt it to incorporate the Bliss communication system. Bliss is the means of communicating through symbols used by children who cannot speak. It has already been programmed for use on Apple computers, so the Bristol team is unable to incorporate Bliss symbols in *Catch-Up*.

However, teachers are free to use Bliss symbols instead of *Catch-Up*'s picture sheets. "Children in the pilot schools respond well to the program," says Peter Lees. "One three-and-a-half-year-old spent 25 minutes on the machine. That's a very long concentration span for an infant." Pupils use the computer one at a time during the program's initial stages. Then, as they progress, groups of three can work on it together.

In future, Bernard Chapman and Peter Lees plan to refine the program to include more examples of complex structures. They also anticipate that it will become commercially available. "We're hoping to place it with a publisher so that it can be sold both to schools and parents," says Bernard Chapman. "Involving parents is essential - ideally every deaf child should have his or her own micro to learn from at home."

Iola Smith

Media chapter

Chapter Arts Centre of Cardiff is establishing a Media Education Institute. This will become a resource centre for students taking the pilot WJEC O-level course in Media Studies scheduled for 1986. The Institute will provide a mixed programme of activities, ranging from screening films and documentaries through to providing lectures and demonstrations.

As the O-level course will emphasize learning practical skills, students will have the chance to make their own film and video material. Workshops will also be held in photography, printing and graphic design. Chapter also aims to move into publishing, providing 12 student resource packs a year on topics such as the history of Hollywood, cable television and press photography. The Institute hopes to provide film catalogues and journals, and to make archive material available to schools. Students will obtain automatic access to Chapter's film and video library.

In-service courses and teachers' workshops will familiarize Media Studies teachers with the technical equipment available at Chapter. As its service will be offered free to schools, Chapter hopes that financial support will be forthcoming from education authorities in South Wales, the Welsh Arts Council and the British Film Institute.

I S

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EXTRA

HISTORY ... and Classics



The local old people's home can be a valuable history resource with advantages to both young and old. See page 34

Photo: John Greenleaf

Time to be offensive

by Richard Brown and Chris Daniels

It really is time that history teachers became offensive. The last 10 years have been an almost unmitigated disaster for history in schools. Despite the Schools Council Project, history has hardly been able to maintain its position in schools. Technology and design, computer studies, the sciences generally and geography have more "relevance" in the public eye and inevitably among pupils when it comes to options which have fallen by anything up to a third.

Sir Keith Joseph's 16-plus speech last February though widely publicized, seem to have made little impact among the professions other than convincing the more doctrinaire that the Government intends to lay down a content scheme containing the Thatcher view of the past. Is it any wonder that in the most recent DES pronouncement on curriculum 5-16 the position of the humanities is stated as follows:

"Some pupils are bound to devote less time to the humanities (giving that term a broad meaning) than others. During the five secondary years, every pupil should study, on a worthwhile scale, history, geography and, under whatever guise (which may in some cases be history or geography) the principles underlying a free society and some basic economic awareness. But choices will have to be made in years 4 and 5. Is it acceptable that any of these three elements can be dropped in these years?"

John White is right in arguing (TES, October 19) that "the DES is not exactly going overboard, then, for the humanities". We seem incapable of approaching the key questions which arise in the late 80s and 90s. We are not aggressive enough in selling the subject, either nationally or in our schools. This means being offensive. But how?

We must first attack those who accuse history of lacking relevance for the twenty-first century. We must clearly state the relevance of the past to any clear, thoughtful understanding of the present and to the formulation of future directions.

It's not that we can learn lessons from the past but that, without an understanding of the past, we cannot appreciate either ourselves or the society in which we live. Pupils have the right to be put in their place in time. History is the only subject that can do this. We need to say, and say loudly, that history is relevant, that the Government without some understanding of the past are educationally deficient and that their future experience of life will lack a central dimension.

Inquiring mind encourage skills and understanding which are invaluable for you personally, and in helping you towards a career.

Yet history is one of the subjects for which the CRAC lists careers that may be closed if you do not study them: more than 80 are listed for English, 60 for the sciences and more than 100 for maths. What conclusions do pupils draw when making option choices? The latest CRAC guide, *Which Way Now?* (CRAC/Radio 1, 1984) mentions only that history is very important - not essential - for a history teacher, of direct use to an antique dealer or archivist, and of some use if training as a barrister. What sort of message does this convey to pupils concerned about jobs and their future? I don't want to be a history teacher so it's of little value to me. This is not only untrue but highly insulting.

What should be done? At a conference in Oxford last March, organized by the History at the Universities Defence Group and the Historical Association, Brian Harrison reported on the speech of Robin Roach, an executive in the textile technology section of Marks and Spencer. Roach explained "how his job required him to display many of the qualities he had learned as an undergraduate historian. Young people in the 1990s would face a world of international competitiveness which would require all the historian's boasted empathy with alien cultures and attitudes. The speed of technological change would demand from them all that thoughtfulness about overall objectives, that questioning and reasoning mentality... The difficult choices presented by all these rapid changes will require all the historian's skill at investigating and analysing facts and reaching sound conclusions."

History is still represented as a subject relying heavily on the ability to recall facts. Though the CRAC states that alongside geography and religious studies, history provides "an opportunity to be curious about our environment about people and places... Careful examination of the evidence, informed judgments and an

about them - all his penetration in the understanding of human nature. And the student of history will have been amply prepared for the flexibility of mind and life-style which extended leisure makes possible. In making appointments to any but the specialist posts, Marks and Spencer had no subject-preference, and he agreed that historical study might well give an applicant the edge over his rivals."

Three cheers for St Michael's! Should history teachers, assisted by the Historical Association, now demonstrate with powerful examples and advertisement to 13-plus pupils that historians are active in all branches of industry and commerce? Let us clearly show those who seek value and relevance in subjects at 13-plus that history has a very strong card, especially in career choice. It is time that we took the fight into the enemy's camp.

Second, we must do as Sir Keith suggests and remove the "clutter" of history from our schools. That may prove the most difficult thing to do, since history is very much about the richness of the past and that is very much of a clutter. History teachers will have to make hard choices about what content to include and what to omit from their courses.

In these columns we have argued the case for a minimum "core" and have been prompted in this by exchanges with Geoffrey Timmins. In April we were challenged to produce detailed proposals. We have not done so since we feel that teachers should be allowed to develop their own syllabuses, but this should occur within an agreed broad framework. All pupils in the 5 to 16 age-range should study each of the following four broad elements:

- all pupils should study the historical development of Britain from prehistory to the present-day. This means selection by the teacher of those aspects of most importance and should be based round "key" concepts;
- all pupils should study the develop-

ment of the environment in which they live;

- this national-local approach should be placed in a global perspective. Britain has influenced the world but other peoples/countries have influenced Britain;
- pupils should study the major developments in world history since 1851.

We accept that this scheme omits certain things, but in any debate on content the question of what to include is always going to be contentious. However, we believe that any history curriculum which neglects these four elements is educationally inadequate. It is crucial, however, that this content should not be viewed as only what pupils should cover. It is a basic "core". Under no circumstances would we wish to prescribe how it should be taught or when.

Third, we believe that this content scheme must be closely related to the development of "key" concepts - we would highlight personal motivation, people in communities, conflict, change and continuity, Government, society and economy - and to the extension of skills, not only those specifically historical but also study skills. What skills should all pupils have acquired through history by the age of 16?

Fourth, we need to develop a means of evaluating what each pupil has learnt to do, as a result of studying history by the age of 16. We should be assessing concepts and skills. But we should be assessing content as well. Isn't it about time we began to develop strategies for assessing content that do not rely entirely upon memorizing "the facts"? It seems to us that we've ducked this question for long enough.

Finally, we should be looking at how history is taught and organized in our schools. What experiences should all pupils have through their history? In the last 10 years learning in history has

continued

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The old folks' home

A resource for the history department by John Greenlees

At first thought an old folks' home does not seem a likely resource for a school history department to utilize. Yet within such an establishment there is a wonderful group of elderly characters more than willing to relate memories and reminiscences of past events in young historians.

There is much to be gained from enabling pupils to learn of events from people who actually lived through them or had direct experience of them. Such an exercise will help sharpen pupils' enquiry and communication skills by providing them with an assignment which involves thinking of questions and actually asking them.

The elderly people themselves will find pleasure in meeting and speaking with the youngsters, particularly as it will be a case of the old helping the young rather than the more usual reverse situation. For this reason alone the exercise is a worthy one. For the school as a whole it would be another valuable link between school and community, between young people and old.

Local history is a popular subject in many schools. Most children get taught the basic history of the local area. But there is scope for history departments to do more than this. If visits to local old folks' homes are

arranged one of the things that can be done is to record conversations with the elderly people. A library of tape recordings could be built up by the department for future pupils to use and also for any outsiders who are interested in a particular aspect of the area's history. This way the history department is doing more than teaching its pupils; it is also providing a valuable local archive.

In addition to building up a library of tape recordings it is also a good idea for pupils to collect, collate and catalogue copies of old documents, pictures, photographs and newspaper cuttings.

One successful project was developed by some school-children in the shipbuilding town of Clydebank. Their history project focused on the nearby shipyard - the former John Brown's Yard where the *Queen Mary* and *Queen Elizabeth* were built. The pupils went to the local old folks' home to interview some former employees of the yard, one of whom had worked there for over 50 years. They told the youngsters about the hard work and the cold and difficult working conditions; about how the men took pride in building some of the biggest and best ships in the world; how the yard and the town became a target for German bombers during the Second World War; how the demand for the great passenger liners declined and how the yard began building bulk carriers and oil rigs; and then ultimately how the Clydebank shipbuilding industry collapsed altogether, leaving many people unemployed.

The men talked for hours and hours

happily recalling past events and telling amusing stories to the pupils. Back at school, follow-up work took many avenues: one group, for example, studied the impact of the German air raids, others looked at the reasons for the decline in the demand for passenger liners.

From all the information gathered, the pupils were able to reconstruct events and discover what everyday life used to be like in the town. Their work was written up in a pamphlet which provided details of important local events that were not documented in any other publication. The tape-recordings were later used by other classes who found them interesting to listen to and extremely useful.

Old people are a valuable resource and to get children talking to them is something that can only benefit young and old alike.

John Greenlees is a teacher at Westwood Secondary School, Glasgow.

Research and write

John Tomkinson outlines local history projects that will last

Time to be offensive

become more active and participatory. Pupils may know less in content terms but they can do more and have a greater understanding of the nature of historical enquiry.

But the boundaries between the humanities still persist. We should be looking seriously at the TVEI and CPVE modular approaches to learning. Wouldn't you like to have your pupils for a day rather than 35 minutes? That means breaking the conventional timetable mould. It means history teachers becoming part of teams with responsibilities for human studies. What's wrong with an interdisciplinary approach?

Pupils should be encouraged to negotiate their curriculum. Yes, there should be foundation courses, but also a wide range of option courses in history, politics, economics, sociology, lasting six weeks or six months or

longer. We sometimes wonder whether the subject names actually get in the way of learning. Are we not entrenched in an indefensible educational position? Is it any wonder that the recent DES pronouncement sees the humanities as only "worthwhile" while there is no such equivocation about English or the sciences? There is little point in changing the curriculum if we retain the same old methods.

In-service courses should be considerably expanded: what hope is there when one of us - an Historical Association area education adviser - cannot obtain a place on a DES Regional History Course? All we have to do is take up the challenge and accept what should be obvious to history teachers - things change and unless one adapts to those changes then like the handloom weaver...

Richard Brown, Houghton Regis Upper School, Beds, and Christopher Daniels, The Royal Latin School, Buckingham.

Close-focus

Then and There Series. General Editor, Marjorie Reeves. *Alexander the Great* (second edition). By Naomi Mitchinson. 99p 582 20005 7.

Roman Britain (second edition). By Joan Liversidge. 99p 20442 9.

The Medieval Village (second edition). By M E Reeves. £1.10 22295 8.

From Henry V to Joan of Arc. By W K Ritchie. 99p 20549 2.

Learning and Teaching in Victorian Times (second edition). By P F Speed. 99p 22107 2.

Gladstone and Irish Home Rule. By E G Power. 85p 22139 0.

The General Strike 1926 (second edition). By R J Coates. 99p 22142 0.

Longman

Reliable and inexpensive, *Then and There* books have been appearing now for 30 years. Most of these are second editions, but their minimal changes imply that the originals still work well.

Some new information is added (the Virginia tombs, for example, in *Alexander*), but otherwise changes amount to little more than significant changes and sometimes meaningless decimalization: does the threepenny fine of a medieval delinquent really mean 1/4p, and is the threepenny fine of a Victorian scholar equivalent to 1/4p?

The series has always been at its best in supporting a "patch" approach to social history with close-focus studies of clearly defined and identifiable communities. The prototype *Medieval Village* made vivid use of manorial court rolls in bringing to life obscure village lives. P F Speed's real teachers and pupils at Campbell Square Elementary School in 1888 are in jarring contrast with the smug 1960s generalizations about the inadequacies of Victorian education accompanying them (and I hope alert young readers will spot blatant discrepancies here between evidence and opinion). Joan Liversidge makes admirable use of two improbable legionaries (despite occasional awkward anachronisms in her story) to illustrate the material side of life in *Roman Britain*, with which she is so familiar.

The two additions, *Henry V to Joan of Arc* and *Gladstone and Irish Home Rule*, tackle more difficult subjects.

The former, built around two exciting biographies, manages well. The latter, an account of Anglo-Irish relations from 1688 to 1914, suffers inevitably from trying to translate complex and controversial issues into baby language.

Levels of language and ideas give several authors difficulty. Some tend to the painfully condescending tone and monosyllabic vocabulary we all too often favour for juniors. R J Coates, confident that only exam candidates will tackle *The General Strike*, uses mature language and puts over issues and events with great success; his "glossary" is also successful, where some others are inert and unhelpful. Naomi Mitchinson is confident, too. She is a writer rather than a teacher, and doesn't care who knows it; she thrills to the *Alexander* epic and takes poetic licence over both language and fact.

Each book has strengths and weaknesses. Let the *Medieval Village* good though it is, exemplify some of the many improvements Marjorie Reeves might still make. She generalizes, implying lack of change over four medieval centuries; her vague "650 years ago" will soon fall foul of the Black Death. Her village "somewhere in the middle of England" ignores geographical variation. Her generalized village-and-field plan is one that crops up in every textbook and never in reality; it bears little resemblance to any of the very real villages reconstituted through landscape and documentary studies over the past 30 years. Many volumes in a series claiming proudly to be illustrated from contemporary sources are careless about identifying and explaining the *Village's* fake plan is its worst offence but its houses are little better - we know much more of village houses than we did 30 years ago, and the pathetically weak drawings and text need replacing. The priest's role in village life and his church (the one building we can still see) are largely ignored; while the surprising reference to "only one policeman in the village" conjures visions of Dixon of Westwood Green. Finally, why does the pioneering note on sources, "How Do We Know?" ignore the rich material remains, the landscapes and the museums where children can see for themselves evidence on the nature of medieval life?

Tom Corrie

There are very few areas of study in which it is possible for sixth-formers to engage in genuinely original research and to see the results of their work published. Yet the opportunities in the field of local history, particularly in that of local history, are both immense and largely untapped.

The Northern Universities' Joint Matriculation Board offers an examination at AO level in local history, which involves both a written paper on the sources and methods of local history together with the preparation of an individual project. Nevertheless, it is probably true that most sixth-formers may be most appropriately brought into contact with the subject as part of a general studies programme.

Working individually or in small groups, students of this age might be engaged in well-defined and small-scale projects to the advantage of themselves, their school or college, and their community. Using locally available resources in libraries, archives and record offices, studies might be focused upon the history of an area, such as a parish or estate; an institution, such as a church, school, factory, workshop or hospital; the development of an industry or service; or the biography of a local personality.

A wealth of material exists in printed form for use both as primary and secondary sources. Local record offices often produce bibliographies of such material relating to the area they serve. In bringing together information from several sources of this type, and in creating out of it a coherent historical account of some subject never before singled out for exclusive attention, the researcher is adding to the sum of our historical knowledge.

The works of local historians should be treated with some circumspection. Amateurs in this field have produced a literature which is sometimes beyond reproach, but which can often be both slipshod and inaccurate. Most useful as a starting point are the relevant volumes, if any exist, of the *Victoria County History*.

For many years some record societies have been engaged in publishing the public and private records which relate to the history of their county. Some counties are furnished with a wealth of such material. Thus the *Collections for a History of Staffordshire*, published by the Staffordshire Record Society every year since 1880, contain a wide variety of material, from bishops' registers and extracts from the proceedings of the Court of the Star Chamber to globe terriers and wills. Many other counties may not be so fortunate.

Equally valuable, if they are readily accessible, are the calendars of the more important contents of the Public Record Office, published by the Records Commission. These are particularly important for the student dealing with the medieval period, since some of the series begin during the reign of Henry III. A systematic survey of the indices of these volumes may often produce a considerable amount of information concerning a locality unused by previous writers.

Turning from printed to manuscript sources, it must be acknowledged that much of this lies beyond the reach of

the school student. The county archive offices are very helpful, but have only limited resources of staff to deal with inquiries and requests for documents. The nearest such establishment may be inconveniently distant, or the cataloguing system complex. Documents may be written in a script which cannot be interpreted without palaeographical training, or in the abbreviated medieval Latin characteristic of the pre-reformation period.

Nevertheless, some of these difficulties may be overcome if the students are adequately prepared before they enter the record office, and if their initial period of introduction to the documents relating to their project is supervised by the teacher. If a particular student is dealing with a very



restricted range of documents, and this should almost always be the case, then it may be possible to provide, very quickly, adequate palaeographical training in the style of script to be interpreted. Several manuals exist for this purpose, such as F G Hemmison's *How to read local archives, 1550-1700* (1967). Moreover, the vocabulary of medieval Latin documents is generally so restricted and predictable that any possessor of an O level pass at GCE in Latin will find little difficulty in adjusting to the simplified grammar and syntax of the medieval language or to the abbreviations and forms used. Help with these and with specially medieval vocabulary may be obtained from C T Martin's *Record Interpreter* (1976) and R E Latham's *Revised Medieval Latin Word List* (1954). The important thing is to restrict severely the student's range of contact with documents.

Past volumes of the journal, *Local Historian*, deal with many of the different kinds of records generally available, their nature and significance, and the pitfalls which lie in the path of the unwary in their interpretation.

Perhaps the most likely source of errors of interpretation lies in the practice, customary before 1752, of counting the new year from March 25 rather than January 1. Thus, a date given in a primary source as January 6, 1611, will have to be interpreted as

January 6, 1612.

Fortunately, this and other difficulties are cleared up by the indispensable *Handbook of Dates* of C R Cheney (1976), published by the Royal Historical Society. By means of simple tables, a date such as "the Saturday after the feast of St Dunstan 18 Henry III" can be converted into the modern form.

If the data is complex and repetitive, the use of a school computer may be desirable, both as a databank and as a calculator. This approach is perhaps most suitable for use in connection with group projects on local demographical trends using parish registers or the census enumerators' returns. Those contemplating projects of this kind would be well advised to join the Local Population Studies Society at Tawney House, Matlock, Derbyshire. The back numbers of the journal, *Local Population Studies*, include accounts of such studies with various age groups.

The stage of writing up the research, in which the collected data emerges transformed into history, should not be neglected. Much local history is well researched but badly written. An excellent guide to this (and other) stages is David Dymond's *Writing Local History: A Practical Guide* (1981).

The publication of the results of these completed studies deemed worthy might best take the form of an occasional series of pamphlets. Much ingenuity might be exercised in making these an attractive advertisement for the school or college producing them. There is often a keen and unexpressed interest in the history of the locality and of its institutions, so that much of the cost of such publications could be recovered from advertisements and sales. If a popular style is combined with an adequate scholarly apparatus appended to the text, they could function as small-scale, but significant, contributions to the history of the area.

Some considerable commitment is required from the students who take on the task.

The work may have to be done at some distance from the school and in isolation. Much of it may necessarily have to be done during school holidays, involving some travelling expenses. Most probably, at some stage, the task will prove dull, difficult or repetitive.

Most of all, a burden will fall on the supervisor. He will need to research the abbreviations and forms used, to collect, interpret and evaluate evidence, to construct and style fit for publication. No better preparation for entry to higher education will be devised. The school will have a permanent record of its contribution to the study of the environment; and in the community the appetite for local history will have been both whetted and partly satisfied.

Fostering an alliance

Nicholas Tyldesley suggests cooperation with higher education to provide an improved brand image for history

The "new history" bandwagon as encapsulated by the Schools Council History Project seems to have become the new orthodoxy and is coming under sniper fire from supporters of the national heritage school of thought. A collection of views on the achievements and limitations of the new history in higher education by leading publicists such as Hugh Trevor-Roper, Keith Thomas and Emmanuel Le Roy Ladurie (*THES* November 4, 1983), shows a debate over the appropriateness of labels and the very real danger that history will be submerged by other social sciences, losing its distinctive intellectual individuality.

This anguish is filtering down to schools as the curriculum becomes increasingly subject to market forces and the demands for relevance. Teachers tend, however, to be amateurs at the game of adapting political strategies to influence timetables, HMLs and local education authority officers, and they often concur with Trevor-Roper when he writes: "Historical study like history itself, is forwarded by continuity, not revolution". Self-consciously promoting a new label invites the deadly criticism of "whizz-kidder" and the path of curriculum development is littered with high sounding enterprises now abandoned. But the wide-ranging effects of falling rolls and a reduction in the size of the curriculum cake for slicing of necessity forces teachers back to the numbers game and market economics. This harsh reality provides the conditions for thinking about future directions that historians ought to consider.

It is the purpose of this article to suggest that one way of promoting the interests of history teachers in schools is to foster an alliance with colleagues in higher education through cooperation in the area of applied historical studies. Some moves in this direction have been made by schools in Sheffield in conjunction with the department of social and economic history at Sheffield University. This collaboration started from the premise that there is a need to provide a positive, exciting and improved brand image for history which offers a consistent philosophy that takes note of a demand for studying contemporary issues, the problems of a multicultural society and the leisure dimension.

The public history movement in North America, where students are "trained to serve as historians who work within the community at large rather than in academic institutions (Graduate programme - University of Santa Barbara, California), encourages historians to be involved in advising film companies, to be expert witnesses in litigation, to advise international corporations on world politics, to write business histories and problem-orientated research connected with environmental issues.

These aims have to be translated to the school level. These would build upon the aspects of applied history already covered by schools, witness the "History around us" module in the SCHP, local history model 3 CSE courses and the social and economic history course, well established in years 4 and 5.

Further developments can be seen in using planning decisions as case studies for looking at motivation, quantitative techniques and oral history. With

moves towards developing profiling alongside more formal assessment and the extension of courses for post-16 pupils such as City and Guilds, activities outside the classroom assume a particular importance and that wide umbrella - fieldwork offers new opportunities.

Putting current issues into an historical context and making a proper scholarly study of contemporary events is the extension of applied history beyond merely local confines. This means grasping the nettle of political and social controversy by bringing the Falklands factor into the classroom. Yet historians ought to try to dispel the notion that political and economic activities are their only concern. Cultural and leisure topics such as the arts, fashion and sport in a local and national context need to be considered as a proper area of study. Scholarly seriousness is at the foundation of any worthwhile intellectual enterprise but at the same time there is a need to show that there is a fun element to our work.

The crucial issue is to look at the process of managing curriculum development if we are to proceed beyond simple discussion. Teachers in schools trying to develop such ideas in practice face an uphill task with time very much at a premium, while curriculum development is seen as a voluntary commitment in the twilight hours after 4 pm.

The political clout necessary to convince education decision-makers about the need for change is difficult to impose from the classroom. For these reasons, history teachers need allies and these can be found among colleagues in higher education. This rela-

tionship ought to be symbiotic and to go beyond the present contacts facilitated through UCCA and students on teaching practice.

Joint action can be implemented in a number of ways: using the public examinations system as the medium for encouraging innovation is a most effective way of reaching a number of schools since representatives on examination boards and subject committees are gate keepers. In particular, the facility for creating mode 3 schemes ought to be exploited. Having powerful friends at court is vital at a time when exams are going through a period of modification from 16-plus to discussions of the efficacy of A level.

The research potential of higher education in providing databanks of information is equally important in offering teachers materials for adaptation in the classroom, especially in the rich area of local studies. The imprudence of the university label should not be underestimated in bestowing kudos on an enterprise. The contribution to INSET, with particular reference to refresher courses for teachers of A level, is an obvious start in bringing people together. Charisma is a common term used by historians, and perhaps we could look towards the equivalent of Patrick Moore, David Bellamy or Magnus Pyke in popularizing our more academic subject matter.

At this stage, a working party on applied historical studies at Sheffield University bringing together schools, historians of various hues, polytechnic and university colleagues is in the process of discussing these points and trying to put them into practice. It is in

exercise that demands a lot of debate on fundamental aims and examines a variety of motives from idealism, careerism, political and utilitarian.

The activities and approach adopted by the Institute for Research in History in New York give a model to consider: an independent community of scholars as a non-profit, tax-exempt corporation offering a service to the community in terms of supporting local history projects, exhibits, areas traditionally ignored by historians such as minority groups, operating as an intellectual drop-in centre.

At a time when the notion that teachers will do this work as a post-school voluntary activity is under severe strain, the establishment of an organized framework, adequately funded and staffed is a necessity.

Reference to market forces and bandwagons in the first part of this article is central to the thesis that is being argued. As historians, we need to take serious note of the importance of image and consumer reaction in a climate that seems essentially hostile to the social sciences, and to recognize the need for a degree of professional cohesion among our ranks. We should be concerned with self-preservation and, more positively, to proselytize the unique contribution that history can make to social studies, PAL, integrated humanities. Applied history provides an area for debate on a possible way forward, as a collaborative exercise between schools and universities.

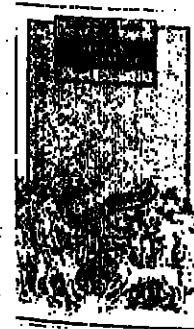
Nicholas Tyldesley is head of the history department at Thornbridge School, Sheffield.

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Was Joan of Arc Noah's wife? My Father was asked that when he started teaching, and things don't seem to have improved since.

Through the research degree I am working on, and long experience of teaching 5 to 11-year-olds, I am conscious of how little we know of young children's historical thinking. Nevertheless schools are being asked to confront the problem, and write curriculum statements.

At Greenvale Primary School we were fortunate to have Joan Blyth to initiate staff discussion on "History in Primary Schools". We then decided that we needed a framework which was not based simply on chronology or content, since our teachers value their responsibility to select topics which reflect their own enthusiasms.

However, we agreed that we must ensure that children learn to investigate a variety of periods in the past, in the way that a historian does, and that they must be taught to do this in an increasingly complex way. My brief was to devise the framework.

First, through examining the kinds of questions historians ask, I selected four intersecting strands of historical inquiry: empathy, "moral awareness", (and by this I do not mean "judgment", but an understanding of why people behaved as they did), historical language, and the interpretation of evidence. Each aspect was included only after considerable debate, and definition of terms.

Then I searched the literature on history teaching to see how these four strands could be developed in a primary school. I found a general belief that children can be taught to think as historians do, and much piecemeal advice about how this may be achieved.

Sources range from books on emotional development, such as Richard Jones's *Fantasy and Feeling in Education*, which shows how children may understand the feelings and values of a society different from their own, to theories of knowledge like Philip Phenix's *Realms of Meaning*. Historical Association booklets and Schools Council projects analyse the sequence of skills involved in interpreting evidence, and define key concepts. The bibliography of *Place and Time with Children Five to Nine*, by Joan Blyth, indicates the range of practical attempts to teach history through imagination, discussion and observation.

Finally, my year studying psychology has made me aware that, within each of the four areas I defined, there lies a pattern of development. In the absence of much empirical research, I

Patterns of development

by Hilary Cooper

5-7	7-9	9-11
Empathy Difficult to put self in another's place; stories concrete artefacts, family life...	More able to understand ideas and feelings of others, and look for causes; attitudes to children, women, slavery, war...	Able to see a situation from several viewpoints; both sides in a dispute or different interpretations of a personality.
Moral Awareness Pre-moral, not expected to make value judgments through conscious reflection, but aware of implicit values in caring, keeping promises, telling the truth.	Understand customs and beliefs different from our own, how they arose and changed...	Recognize causes of attitudes in the past, make a distinction between motive and outcome...
Historical vocabulary Concrete or everyday	More specialized or abstract	Superordinate
(i) loosely historical: family, furniture (ii) specifically historical: The Stone Age (iii) key concepts:	archaeologist Georgian, lynchpin cause / effect continuity / change similarity / difference	laws, parliament Medieval, fealty
Evidence Simple deductions from evidence.	Establish validity, make a distinction between knowing and guessing, and what you cannot know.	Recognize and weigh contradictory sources, and argue own point of view.

attempted to suggest what the sequence might be. The result was the framework outlined above.

Originally I intended simply to explain my ideas to colleagues. However, since a number of people outside the school had become interested, I was persuaded to write an introduction. Then people asked for plans, showing how different projects had been carried out using this approach, so I added notes on a village study, and a story-based theme, and also teacher's records of two other topics. The first was an eighteenth century study, indicating the range of gallery and museum visits and contemporary sources used (paintings, buildings, diaries, maps, poems, statistics) and the variety of methods of recording (plays, debates and a sketching expedition resulting in pottery models and even screen-printed curtains).

The second topic was a year's study of the changing settlement of a local

area, from Stone Age to Saxon times, using maps, documents and archaeological evidence, and extending from the local, to a wider range of sources.

Yet what really interests teachers is how the children responded, so I included examples of children's work in each of the four areas. Here is seven-year-old Michelle's empathetic account of the Britons' attack on Colchester, after hearing the beginning of the story told by Tacitus. "He heard the screams of people dying, the clanging of swords, and the beating of hooves. People fled out of the city. He could smell the burning of rubble and he could see the land disappearing, like sand in a hour-glass". Lynn, aged eight, analyses the concept of power in the Stone Age. "Things a Stone Age man had power over: animals, - he could kill them; tools, - he could make them. "Things that had power over him: his gods, the weather, mammoths.

"Things he might quarrel about: tools, food, land to build a house, even women".

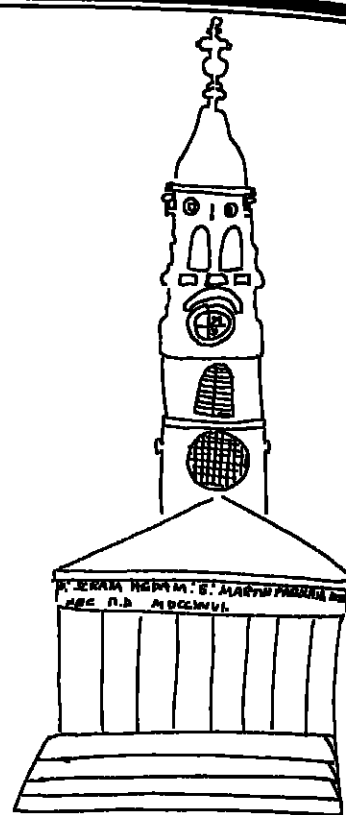
Jenny, 10, attempts some inferences about the rich in the eighteenth century, after visiting the National Gallery, to see Hogarth's "The Marriage Contract".

"... Earl Squander married his son to a rich lady because he wanted her money. He is holding a family tree to show he is important. The girl is leaning over the lawyer because they are having an affair. She is not looking at the groom because she doesn't fancy him. He has got thin legs. He is a sissy".

However, she goes on to compare the evidence in this picture with "Mr and Mrs Andrews", by Gainsborough, hanging nearby. Finally, Nicola, also 10, shows some understanding of motive, and changing rules, when she discusses William Cobbett's story of the execution of two poachers, who shot at the gamekeeper of Lord Palmerston.

"I think they did not set out to kill the gamekeeper, but he saw them poaching, and they did not want to be hung. They had been hunting rabbits for a long time, so they thought, why should they stop?"

We ended up quite unintentionally, with a 40-page, bound, hard-covered booklet, complete with drawings and colour photographs. We intend to use it as a basis for evaluating our own teaching, assessing children's develop-

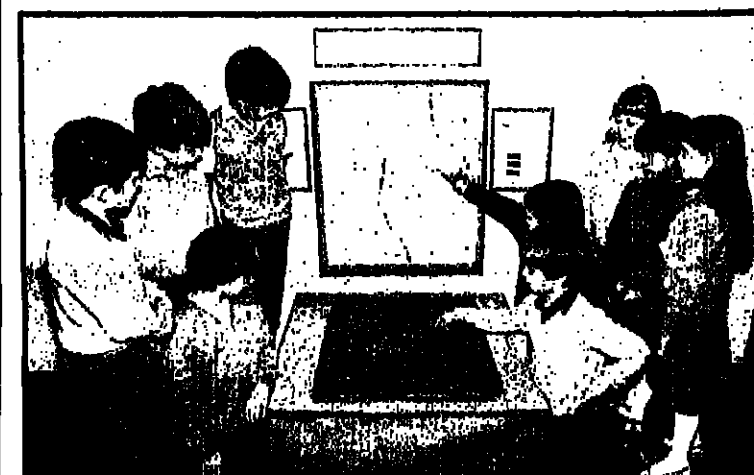


St. Martin-in-the-Fields sketched and studied as part of the eighteenth century London project.

ment, and further investigating their historical thinking.

The Greenvale Humanities Curriculum document is available from the writer, price £3 including postage.

Hilary Cooper is a teacher at Greenvale Primary School, Croydon.



A relief model in polystyrene and a map of the water courses and vegetation made by the children as part of the Stone Age to Saxon times topic.

If history is yesterday's news, religion is still today's news. Poland, Ireland, Iran, Israel, Afghanistan and Lebanon cannot be fully understood apart from their religious contexts.

One could argue that the only way to ignore religion is simply to be ignorant of it. And even the ignorant pay unwitting tribute to its power, as G K Chesterton once observed: "Blasphemy itself could not survive religion; if anyone doubts that, let him try to blaspheme Odin".

I wonder if this is any longer true. Half a century ago Orwell noted the emergence of a generation of young children "growing up with an intimate knowledge of magnetos and in complete ignorance of the Bible". The magnetos have gone. The ignorance often remains.

Elsewhere Orwell wrote, in a tone of mild astonishment, of the tendency of the English to equate "against the law" with "wrong". One might equally suggest that many British people equate religion with "being good". But religion is more than about being good. It is about being.

If the historian is concerned at all with motive whether individual, or collective, then for most of human history he must be concerned with religion - whether as conviction or as passion or simply as habit - as a central element in that motivation.

In late twentieth century Britain it has become easy to think of religion as not merely a private and personal matter, but almost as a matter of prejudice, preference or even taste.

Religion is also extraordinarily resilient, not merely in the sense that there have been and still are people willing to suffer and die for their personal beliefs, but also in the sense that personal and social behaviour can continue to be shaped by a religious tradition long after conscious belief has all but disappeared.

Recognize this and we may have a fuller and livelier sense of the past. We shall restore idealism to its proper place and cease to interpret the dyn-

mic of our culture solely in terms of personal greed and the imperatives of technology.

Taking religion seriously again means recapturing some favourite and familiar topics to ensure that we are doing justice to their religious aspect. The medieval village, the Tudors, the Civil War and the Victorians are obvious examples. The "expansion of Europe" and the French and Russian revolutions are others. If these latter seem less obvious it simply shows how much less we are appalled at the assaults on religious establishments which they involved, than were the contemporaries who endured or witnessed them.

Which religions should we study in our history? Christianity's claim is securely based on its dominant role in shaping our national culture and consciousness. Or is it? And if so, whose "our"? Christianity in England has not, historically speaking, been the same as Christianity in Scotland, Ireland or Wales. Indeed, the differences are what much of "our" history has been about. So our treatment of Christianity must pay due attention to its variations over space.

In sixteenth century Europe many men were apparently willing to kill each other over what seems through twentieth century eyes to be trivial, or incomprehensible, differences of doctrine. But they shared a moral consensus, if such it can be called, that torture was justifiable, particularly when the salvation of a soul could be gained thereby. In the twentieth century doctrinal differences remain among Christians, but few would attempt to justify torture on those, or indeed any other grounds.

Disregarded dimension

"If the historian is concerned at all with motive... then he must be concerned with religion" writes Richard Tames

What is true of Christianity is true of other great world religions. What makes them world religions is their very capacity to vary over time and space and yet remain recognizably and essentially themselves.

Just as Muslim societies are more than similar, while not being identical, so are secular societies, if only by virtue of their having reached that condition by very different historic routes. A moment's reflection will tell us that while both contemporary Britain and contemporary Japan can be regarded as secular societies in important ways, they are also distinct in the way that they are so.

In a society which sometimes proclaims itself to be secular and is even more often perceived by the religious to be such, we should then, pay some attention to what "secular" can mean.

A multifaceted approach to history each of which has its own historical figures. But to take us into historically remote territories and can lead us to blunder to the brink of blasphemy. Muslims do not regard Muhammad as the "founder" of Islam. Allah is. And what do we do with religions like Hinduism and Shinto, which have no founder? Ignore founders and concentrate on followers? More problems.

Gandhi? Great, certainly and in a curious way, attractive. But complex, particularly when we try to deal with the relationship between the public and the private man. Khomenei? Few in the West would, perhaps, readily call him great, and fewer still, attractive. But, if not, whence his power?

By contrast, the study of religious groups and movements seems to me to offer a better way forward, partly

because such a perspective can relate both to the individual and the collective dimension, partly because it can well illustrate the inherent dynamism of religion as a social phenomenon constantly self-renewing, and partly also because it can move from the global, to the national, to the local. To study the Jesuits would be to make acquaintance with Ignatius Loyola and Matteo Ricci, with sixteenth century Japan and eighteenth century Paraguay.

To study the Brahmo Samaj, Soka Gakkai and Muslim Brethren is to see the impact of the West through the eyes of those who adopted its ecclesiastical techniques as readily as they rejected its theology. To be aware of the cults of transcendental meditation, Zen and Yoga in the affluent post-war West is to appreciate perhaps that secularization not only has its limits but may even not be irreversible.

What about the "skills approach"? Some local environments offer rich religious resources for "history around us". In Tower Hamlets, where I live, we have East London's only two medieval churches plus one by Hawksmoor, and a mosque which was formerly a synagogue and before that belonged to the Methodists, having been founded by Huguenots. Few areas are without a cemetery or a war memorial. All of these we can learn to read in a visual as well as a literary sense.

Obviously liaison between history and RE departments is desirable, particularly in relation to the teaching of such topics as the Romans (how many schools bother to relate Roman Britain to the birth of Christianity?), the medieval period and the Reformation.

Joint consideration of the purchase and use of resources could sometimes be possible, particularly when trying to break new ground in such areas as Islam, Hinduism and African primal religions. The same argument would apply to liaison with an art department over the purchase of slides or arranging of field-trips.

English, too, has its relevance when we consider that for many children their experiences of the Bible and Christian clergy may be literary rather than personal ones.

Multifaith societies are nothing new. Ottoman Turkey was consciously and meticulously arranged to protect the rights of different religious groupings, albeit some with more rights than others. But Britain is a particular type of multifaith society. Unlike Ottoman Turkey it is a liberal democracy in which all citizens are supposed to have equal rights. Reconciling the exercise of these rights with religious prohibitions can be problematic - particularly in a society which is so secular. In its own Christian or post-Christian way, that it sometimes finds a religious viewpoint hard to recognize or take seriously.

As multifaith societies will vary in character so will multifaith schools. Some will recognize themselves as such and make not only curricular but also library provision which takes account of the representation of various faith groups within the school as well as in the wider society. Denominational schools, too, exist within that wider society. It is to be hoped that they, too, will recognize this is preparing pupils to play their part in it.

Eventually they will all have to recognize that H L Mencken was joking when he wrote: "We must respect the other fellow's religion but only in the sense and to the extent that we respect his theory that his wife is beautiful and his children are smart". More important, they will have to decide whether it was a good joke - or a bad one.

Richard Tames is organizer of Extramural studies, SOAS, University of London.

Bigger and better

Outline of English History. Originally compiled and arranged by George Carter. Ward Lock £5.95. 0 7063 6332 9. £3.95

This latest revised edition of a book which has been enlarged and improved several times since its first appearance in 1962 will bring informative aid to the many students who require crisp encapsulations of historical fact. No one will claim that its year-by-year listing of significant events, from 55BC "The

First Invasion of Julius Caesar" to AD1983 "Cruise missiles arrive at Greenham Common military base", is a serious substitute for true historical study and understanding; but books such as these, though often disdained, have an authentic if limited function. The numerous supplementary lists (of Acts, Monarchs, Prime Ministers, etc), the genealogical tables and the brief biographical sketches have all been scrupulously compiled.

Martin Pegg

Manchester Jewish Museum continued

Victorian Manchester must have been initially quite hard to come to terms with. This exhibit, with its elements of Eastern European and British life, will change to show how a Jewish home alters with the seasons. Thus it may feature a seder (passover celebration) table in the spring and *Chanukah* candles (or *Menorah*) in the winter.

For second generation Jews there must have been some conflict between life inside and outside the Jewish circle, and the third exhibit will reflect the attractions of British life alongside the institutions of Judaism. There was a special Jewish school, as well as the individual religious schools (*cheders*), where boys were prepared for Bar-mitzvah. There was also the Jewish Labor Brigade, a sort of Zionist version of the Boy Scouts/Boys' Brigade.

A fourth exhibit, again with built-in flexibility, will depict the workplace. Jews were joiners, cap-makers, watchmakers, tailors, furriers. Among the lowliest tasks was that of water-proofing. Manchester was a centre for waterproofing of textiles, and the industry employed many poor Jews, particularly after the start of the First World War. These Jews were known in the community as *shmeersers*, (literally *spies or sneakers*). This must have given rise to some bitter jokes. Like many Yiddish words, *shmeerer* had a pejorative meaning as well, and could mean a messy person, a scoundrel (a butterer-up) or a briber (a greaser of palms).

Charity, the subject of the fifth exhibit, came in many forms. The established and often quite wealthy

the Jewish community realized that the pogrom-fleeing Jews would never survive Manchester unless they shook off the *sheit* mentality. So as well as handing out aid, they took the opportunity to discourage Yiddish and encourage English, to encourage some kind of conformity, even to promote English (although naturally kosher) cookery.

The museum's policy is overtly educational, and deliberately multicultural. Neither the curator nor the education officer is Jewish, although all the volunteer guides are. The education programme has attracted an impressive number of users, of ranging from women's groups and primary schools to the Sikh community and teacher trainees. The education officer is available to give talks and there is a growing amount of worksheet style texts on both religious and historical topics.

The curator, Ruth Shrigley, is clear about how she sees the museum's role. She says: "The museum isn't a religious flagship, to show how good Jewish life is. We want to encourage people to find out about Jewish culture. Often people have the wrong idea about it, think it's secretive and apart. It's not a museum about great Jewish people either. You'll see no portraits of 'important' Jews with ragged, riches stories behind them. It's about ordinary people and it's for ordinary people."

Manchester Jewish Museum is at 190 Cheetham Hill Road, Manchester M8 8LW. Tel 061-633-3878. For further reading on the history of Manchester Jews: *The Making of Manchester Jewry 1740-1874*, Bill Williams, Manchester University Press.

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The Manchester Jewish Museum

visited by Nick Baker

Take a walk up Cheetham Hill Road, to the north of Manchester's city centre, and you'll see it's gone to seed, somewhat. Many of the residential streets have been swept away by redevelopment, but there are still three or four quite grand Victorian buildings. Obviously they're not being used for their original intention (one is derelict, the others are factories and warehouses) but what exactly were they?

In fact, they were synagogues, for the Cheetham Hill, Strangeways and Broughton area of Manchester which was once the home of one of Britain's earliest and most flourishing Jewish communities.

One of the synagogues has been restored and is now being used as a Jewish museum. The body of the synagogue is as it was 100 years ago, and looks ready for a congregation. The building is in Hispano Moorish style, not through any Victorian architectural quirk, but because the community who worshipped in it were Sephardic Jews, who came from Spain, Portugal and some of the Greek islands. They were attracted to Manchester's great textile industry, originally to acquire materials for their home markets, and were generally quite wealthy.

Sephardic ritual is not in essence different from other (Ashkenazi) forms of worship, and all the essential elements of the synagogue are present in the museum - the *Bimah* (the table

from which the service is conducted), the ark, which contains the holy scrolls of the *Torah*, above which is the *ner tamid* (the everlasting light on which the *Chanukah* story is based). At the moment, the museum staff are planning to create an album of photographs taken in the synagogue to show what it looked like during different stages of the Sabbath service and during the various festivals.

In the upstairs gallery, where the beautifully-dressed Victorian lady congregants looked down on their low-hatted menfolk, plans are well advanced to create exhibits which can be changed to show the time of the year, or even to depict different times in the history of Manchester's Jewish community.

The first of these exhibits will show the origins of the community, which can be traced back as far as 1740. The museum has excellent records of the conditions in which mass immigration took place, as well as interesting insights into how and why the area came to be central for Manchester's Jews.

The second will be the reconstruction of an ordinary immigrant home. It goes without saying that home and family are the keystone of Jewish life, and for the thousands of Jews who came from *shtetls* (rural Eastern European Jewish settlements) the culture shock of the thriving commercial life of

Latin: an offering of quality

by Robert Jarvis

The small and sleepy market town of Baldock lies roughly equidistant from the colleges of Cambridge and Luton Airport: though nestled between the A1(M) and the Western Hills, it is not untouched by what men glibly call progress: after all, it is part of the vast London overspill.

But, perhaps, because its inhabitants are not slick or cultured enough to be lulled by the fads and fancies of the so-called educational millennium, or to be enticed by the easy blandishments of radical novelty, they seem to be among the *novi homines* of this brave new world. Often the parents of prospective pupils of its only secondary school openly rejoice to find a place, which functions in a way that they recognize and recall from their youth, and with aims which they understand. So much that is called traditional has remained there - discipline, uniform, Christian assemblies, the pursuit of quality and a love of what is beautiful.

In September 1981 this school, which is an ordinary five-form entry comprehensive neighbourhood school, began what some would call an experiment but what is regarded here as an attempt to improve the quality of what is offered to our pupils. It passes under the name of Latin, but such a title is a time-tabling convenience

rather than an accurate description. The aims of the course, which is slowly evolving, should be stated and understood before reference is made to what is being attempted: for Latin is taught as an ancillary, not as an end in itself. What we are attempting to do might be summarized as follows:

- 1 to exercise the brains of the more able (the top 40 per cent of the first year's intake start the course) and enlarge their mental horizons;
- 2 to provide some sort of grammatical basis for the study of foreign languages (and if you think that this has been done in earlier years, in the words of a connoisseur to a young doctor, "Go outside, young man, and guess again");
- 3 to cause pupils to think about their own language rather than simply write it (the cult of free expression ensures that this is necessary);
- 4 to widen vocabulary and increase understanding of words (the language of the tabloids and mobs of hoodlums can be a little monotonous);
- 5 to provide material through which pupils are taught how to learn and are encouraged to be accurate and tidy in thought process and work presentation;

6 to offer some contact with a culture, which played a large part in the development of our own and with a system of ethics which, though largely

pre-Christian, still has much of relevance for today (in the words of a former professor of education - the provision of material which will give "touchstones for the making of moral judgments").

The course itself begins in the first year of the school. The top two classes spend two periods a week (out of a total of 35) reflecting on very simple ideas of grammar - parts of speech, parts of a sentence, ideas of time, number, gender and agreement - and this, when covered thoroughly, may well occupy up to two terms. Then, and only then, is a word of Latin seen. The Latin is limited, perhaps, to a single declension and conjugation using a very small vocabulary. The sentences used have, at most, a subject, verb and object. Translation is undertaken both into and out of Latin: emphasis falls naturally upon processes of translation and upon accuracy.

In the second year, originally the top class continued the work together with any pupils of the second class, who wished to do so. More recently, however, it has been decided that the two classes, which began the work in the first year, should undertake a

case usage, of adjectives, and of more declensions and conjugations. The emphasis remains, as before, upon the thought processes involved and upon accuracy of translation both to and from Latin.

In the third year a free choice is given to those, who have studied the subject for the previous two, provided that the results of that choice allow a sensible use of members of staff within the timetable. During this third year, having revised thoroughly the work previously done, the class moves on from the simple sentences and considers particular matters of syntax, for example, prepositions, the verb to be, relative clauses, expressions of time and place.

As previously, translation is undertaken both to and from Latin and accuracy is required. We move on from "Latin by guesswork" or paraphrase, as it is sometimes called, at this stage, believing that thorough understanding of a sentence translated should come before any attempt to refine the translation. At the end of this year Latin finds its place in the list of optional O level courses.

It is not possible after only three years to point to real results or to draw any firm conclusions. It will be obvious that the length of time the course is pursued will influence the amount it achieves. We have no special faith in understanding of statistics and in this case the numbers of pupils involved are not large. Perhaps, then, all that can be done is to record a series of facts without seeking to use them to prove anything:

● Members of the modern languages department have asked that the first year's work should be attempted by the top three classes, that is, 60 per cent of the first year's intake, because their work and progress, when the time comes for written rather than oral work, is facilitated by this study of

grammar. This ease of progress has been so marked that it has been suggested that the top class of our fourth year should be entered for GCE O level French in July 1985, that is, after only four years study.

● Members of the English department have from time to time let slip encouraging comments, such as: "I wish my fourth-year set had done your course. They would at least know what a sentence looks like." And "Do you know, I didn't have to teach my form the parts of speech. I got on so much quicker, not having to stop and explain everything."

● Pupils don't rush to escape from the course. In the third year, where there is a choice, about three quarters of the top class opt to continue the course. What will happen in 1985, when the third year's work will be open to two classes, remains to be seen. We do not expect any increase in the number of pupils opting to continue, because by that time, the demands made by the subject may well have lessened the

● Pupils, who visit the school, some look back on their own school days and recall what Latin did for them - not "to them", and say how glad they are that we are attempting this project: others make generous comparisons between the progress of children without Latin and those who study it.

These things are all factual. We refrain from drawing inferences because it is two years too soon and because the work is done in one school only.

This article is a shortened version of one which it is hoped will be published in the JACT Review in the spring. Copies of the full article may be obtained from R. A. Jarvis, deputy head of The Knights Templar School, Park Street, Baldock, Herts SG7 8DZ.

Welsh clutter

by Paul Jeremy

Until the 1980s there had been little evidence that the philosophy of the "New History" had made much impact upon classroom history teaching in Wales.

The signs of "clutter" have been there for all to see. A grandfather who glanced over his grandson's 1984 GCE history papers (prepared by the Welsh Joint Education Committee) would find much that was familiar in his Matriculation exams in 1934. For curriculum schemes which emphasise the skills-based thinking of the "New History" - such as the Schools Council 13-16 History Project, Wales had been as accessible as postwar Albania.

In the stunning history school resource publishing revolution, Wales was the ignominious exception in the United Kingdom; if you inspect a well stocked school library, you will be hard pressed to find a single school book published in the 1970s on Welsh history.

Inconceivably the 1980s have witnessed the most startling transformation of classroom history teaching in Wales since the inception of maintained secondary education in 1889. Three influences largely account for this overdue turn of events. The starting point came in 1979 when HMI Wales published its survey *The Teaching of History in the Secondary Schools of Wales*. Behind its measured prose lay a knuckling urgency which set the tone for a period of fundamental reappraisal and debate.

Unwittingly the HMI report concerned much of this debate on the

second major influence in the renaissance of history teaching in Wales, the Principality's examining body, the WJEC. Until the 1980s it seemed a most likely candidate for such a role. As a history examining board the WJEC would previously have found great difficulty in gathering sufficient classroom admirers to fill a telephone kiosk.

Remarkably in recent years the board has confounded its history critics by becoming one of the boldest innovators among the examining boards in the United Kingdom. In 1980 it established a new history subject panel appointed by relatively democratic procedures which were a welcome departure from nomination devices more akin to the world of Old Sarum than to the late 20th century.

The third influence fundamentally reshaping history teaching in Wales has been a grassroots one. Many teachers who have remained unsympathetic to the "New History" and cavi at the WJEC reforms are in no doubt that in the 1980s history in the classroom is in serious trouble. Falling pupil rolls, the march of school science and the pre-vocational salience of the MSC have compromised apathy wonderfully: we're all reformers now.

At the heart of this renaissance in Wales has been the WJEC history panel. Its GCSE proposals and A level revision have compelled most history teachers in Wales to reexamine fundamentally their aims and techniques of assessment. At 16-plus a "modular" approach has been proposed by the

panel, based on the principles of syllabus construction advocated by David Sylvester and developed by West Glamorgan history teachers.

At A level the greatest changes will come in assessment, with documentary questions, "case studies" and structured questions supplementing the current A level provision of essays only. The vital point about these reforms is that for the last two years they have promoted within history departments in the 240 Welsh secondary schools a process of debate and reevaluation which would have been unthinkable five years ago.

Even more productive has been the willingness of some of the critics to devise alternative syllabuses. One working party in South Glamorgan has drawn up a GCSE scheme based on a modern world view and has submitted it to the WJEC as a mode 2 alternative to the board's modular proposals.

Regrettably what has been missing from the current debate in Wales is any assessment of how the 16-plus and 18-plus WJEC reforms will be affected by other developments in the 14-18 age range, especially pre-vocational schemes like TVEI and CPVE. Moreover very little consideration has been given to how we can ensure that these pre-vocational schemes include humanities components.

The only initiative taken so far in Wales has been in Cwmty, the county where TVEI is most firmly established. There the humanities adviser has set up a working party to produce materials for use in these schemes. Another problem appears to be that many history teachers in Wales have forgotten that GCSE will apply to only the highest 60 per cent of pupils in the ability range. A major response to the needs of the remaining 40 per cent has come from Mid Glamorgan Education Authority whose outstanding history adviser has led a team which has

prepared a certifiable two year "Contemporary Society" course, with syllabus and resources. It merits the attention of teachers and advisers throughout the United Kingdom as a pioneering scheme for the least academically able pupils.

These changes in the 14-18 age range affect history teachers in England as much as in Wales. Yet in Wales there are two aspects to our work which distinguish us from colleagues across the border. The first is that in a country where 20 per cent of the population speak Welsh, a growing minority of schools teach history through the medium of Welsh. For the teachers involved, there is a chronic lack of Welsh language books for many areas of historical studies, including Welsh history. It means that these teachers have to spend an excessive amount of time producing their own teaching materials. Some help is now at hand for secondary school teachers, as the Welsh Office has established the Aberystrwyth Project designed to produce books in Welsh for the 11-13 and 14-16 age groups in several subject areas including history.

The other issue unique to Welsh classrooms is the history of Wales. For literally decades the teaching of Welsh history has been crippled by a thin historiography for many periods and an even scarcer provision of school teaching materials. The last decade has seen a remarkable revival in Welsh historical scholarship, making possible a creative revision in school syllabuses and the preparation of a wide range of attractive high quality teaching resources in both Welsh and English.

In response to a growing debate in the education service about the teaching of Welsh history, the WJEC has formed a new panel chaired by the doyen of Welsh historians, Professor Glamorgan Williams, which will co-ordinate the preparation of Welsh history resources for schools.

It may well be the case that when we reach the centenary of maintained secondary education in Wales in 1989, history in our schools will be reduced to battered books, fading transparencies and mountainous worksheets. History may not be clutter: but it can be reduced to it.

The Welsh Office has been equally supportive, especially the inclusion in its new Education Support Grants schedule of the issue of "Welsh heritage and culture". No generation of history teachers in Wales has ever been given the opportunities that are now available for ending a seemingly insoluble problem of meagre, poor quality resources. Publishers please note.

In face of all these developments in history teaching in the 1980s, it is not entirely surprising that a teacher's association was created in September 1983. Within a year of its formation the Association of History Teachers in Wales has brought together in one body 95 per cent of our secondary schools, the overwhelming majority of history departments in the university colleges and many others. With a national organization reaching into all sectors of education in Wales and with a new journal *Welsh Historian*, this new association could do much to consolidate and extend the progress of recent years.

However, it is a striking irony that most of the gains in history teaching during the last five years could be crippled in the next five by general educational developments over which historians are helpless. In Wales in late 1984 grievous and shocking cuts are being imposed on our schools in every county and there is no sign that this destructiveness will abate in the future.

It may well be the case that when we reach the centenary of maintained secondary education in Wales in 1989, history in our schools will be reduced to battered books, fading transparencies and mountainous worksheets. History may not be clutter: but it can be reduced to it.

Paul Jeremy teaches history at Llanishan High School, Cardiff, and is Secretary of the Association of History Teachers in Wales.

Through the cracks

"Ancient foundations once worked and drowned out that very silence we have come to expect and want from the past. Ancient bronze once gleamed ostentatiously. The old world was once discomfitingly new."

In her essay on the Paul Getty Museum in California, novelist Joan Didion tries to explode two myths: that all history is, necessarily, the history of progress; and, the opposite argument, that the classical world represents the ideal from which all subsequent history seems a falling-off.

Our view of Greece and Rome is still predominantly that of the Renaissance when a new interest in classical scholarship reinvented the ancient world as the model for all societies and cultures. Only in the twentieth century and with the work of historians like Gordon Childe and Moses Finley have we begun to see the cracks in the perfect edifice, hear the sound that drowns out that ideal silence.

Ulrich von Wilamowitz-Moellendorf's *History of Classical Scholarship* has just been reissued (Duckworth, £6.95), translated by Alan Harris and introduced by Professor Hugh Lloyd-Jones of Oxford. Wilamowitz took "philology" as his subject. The word now tends to be understood as the comparative science of languages, but Wilamowitz used it in a far wider sense that embraced art history and archaeology as well: his examination of his predecessors' work helped create a grammar or syntax of classical studies and it remains even now, many decades later, an indispensable guide.

A Crook's Law and Life of Rome (Thames and Hudson, £14 and £6.95) presents a thinker who is part of a particular society and time, not just an abstract intellectual presence and thus does both us and the subject a substantial favour. Nothing is more dreary than straightforward philosophical explanation; nothing is more meaningless (even with Plato, who skirted close to

modern legal systems (notably Scots law); Crook examines its origins and its role in a living society of great complexity, no mere abstract model of grandeur.

If Rome was grand, Athens was glorious: so it runs. The Cambridge University Press (itself an impressively lively 400 years old this year) has produced a guidebook to classical Athenian culture. The *World of Athens* (CUP, £25 and £7.95) that is a model of compression and comprehensiveness.

In contrast, J W Roberts' *City of Sokrates* (RKP, £15.95) is more readable, obviously aimed at general audiences. His subject is the rise and fall of the civilization that created our terms for understanding civilization, that invented comedy and tragedy and in its modern sense, philosophy.

It is good to have the thoughts of a classicist rather than a philosopher on the matter. Rowe's *Plato* (Harvester Wheatsheaf, £22.50) presents a thinker who is part of a particular society and time, not just an abstract intellectual presence and thus does both us and the subject a substantial favour. Nothing is more dreary than straightforward philosophical explanation; nothing is more meaningless (even with Plato, who skirted close to

modern legal systems (notably Scots law); Crook examines its origins and its role in a living society of great complexity, no mere abstract model of grandeur.

even with Plato, who skirted close to

such methods) than ideas lifted out of context.

The mysterious Sappho brings out the best - or worst - in our urge to recreate the classical world. Her poems exist in a few fragments and poets down the years have tried to reconstruct the gaps, a kind of intellectual test of literary sympathy. Anne Pippin Burnett's *Three Archaic Poets* (Duckworth, £8.95) examines the new poetry of the early Aegean period, the seventh century BC.

The received view treats Archilochus, Alcman and Sappho herself on Romantic lines, singers of personal feelings and drives, political enthusiasts and heart-felt protest. Their real message, Professor Burnett argues, lies in a strict tradition. Sappho has suffered most from our retrospective reading for a time in the 1960s she became one of the distant icons of the lesbian-feminist movements. Lesbos the feminist Eden; perhaps the most ill-fitted anthology ever published Sappho is a *Right On Woman*, set her at the beginning of the feminist movement; whoever she was, she must have spun in her grave in 1970.

The "Olympic ideal" died a little in 1984. The modern games began in an age which still held to the odd belief that the classical world was, by definition, "pure". The obsession with amateurism was taken to extraordinary and self-defeating lengths.

Greek and Roman athletes certainly had no steroids or ultra-sound, carbon-fibre ligaments, no blood changes. They may, though, have trained at altitude; certainly there was little question of amateurism, vast amounts of money could ride on an event.

Present day Spartans and Corinthians are probably far more scrupulously gentlemanly and amateur than the classical models they purport to follow. *Heracles Sport in Greece* and Rome (Thames and Hudson, £14) presents a world "in which highly paid professionals became the spoils of near-historical crowds". Plus ça change.

Brian Morton

Stella Colwell's *Tracing Your Family Tree* (Faber & Faber, £7.95, 0 571 13246 4) tells how she traced her own, along with two others (including the Wordsworths) from her own Grasmere. The result is good social history, its parochial limitations balanced by helpful advice covering a far wider field and listing unpeopled record sources ripe for the ransacking. Reconstructing ancestral lives of Victorian and Edwardian times is relatively easy, but disentangling beyond the documentary barrier of 1837 remains more difficult. *Decisions and Luck*.



Julius Caesar - or is he an Augustus?

Salvete!

Everyday Lives: Roman Times. By Pierre Miquel. Illustrated by Yvon Le Gall.

Dragon Books £1.95. 0 583 30678 0. The Soldier through the Ages: the Roman Legionary. By Martin Windrow. Illustrated by Gerry Embleton. Franklin Watts £4.95. 0 6313 155 7. How They Lived in a Roman Fort. By Imogen Thomas. Illustrated by Maurine Gavani.

Lutterworth Press £2.95. 0 7188 2438 5. A Place in the Country: Roman Villa. By Brian K Davison. Illustrated by Ivan Lapper. Hamish Hamilton £5.95. 0 241 11241 9.

Rome has left its mark plain upon our landscape, our culture, our historical imagination. Museums are jam-packed with Roman bric-a-brac, while the stolid realism of industrious sculptors and scribes has left a vivid visual image. We know to the last segment of a lance or fold of a toga just how Romans looked; and we know how they thought and behaved as well. Picture books in unceasing flow recite the details over and again for children and most - like the four here - do it with clarity and confidence. Each of these offers its mite of unfamiliar information or its novelty of approach.

Roman Times is the most general, a colourful pocket-sized paperback packed with pictorial life. Its range is broad, a rich clutter of information on ways and methods: how Romans ploughed and reaped, built and quarried, gave birth, played games, studied entrails, backed gladiators and slaughtered Christians. It is very lively and very brief.

The Roman Legionary is, by con-

trast, sober, precise and purposeful. It supplies reliable information carefully and colourfully. If you want to know how a legionary trained, lived, worked and fought, you will find most of what you seek here; you will not, though, learn how he thought or felt, and you will never meet him as an individual. For all its facts and its pictorial precision, this book does not bring its legionaries to life; they remain two-dimensional cardboard machines.

The received view treats Archilochus, Alcman and Sappho herself on Romantic lines, singers of personal feelings and drives, political enthusiasts and heart-felt protest. Their real message, Professor Burnett argues, lies in a strict tradition. Sappho has suffered most from our retrospective reading for a time in the 1960s she became one of the distant icons of the lesbian-feminist movements. Lesbos the feminist Eden; perhaps the most ill-fitted anthology ever published Sappho is a *Right On Woman*, set her at the beginning of the feminist movement; whoever she was, she must have spun in her grave in 1970.

The "Olympic ideal" died a little in 1984. The modern games began in an age which still held to the odd belief that the classical world was, by definition, "pure". The obsession with amateurism was taken to extraordinary and self-defeating lengths.

Greek and Roman athletes certainly had no steroids or ultra-sound, carbon-fibre ligaments, no blood changes. They may, though, have trained at altitude; certainly there was little question of amateurism, vast amounts of money could ride on an event.

Present day Spartans and Corinthians are probably far more scrupulously gentlemanly and amateur than the classical models they purport to follow. *Heracles Sport in Greece* and Rome (Thames and Hudson, £14) presents a world "in which highly paid professionals became the spoils of near-historical crowds". Plus ça change.

Brian Morton

Names in history

by Philip Sauvain

When John Hancock became the first American to sign the Declaration of Independence in 1776 he did so with a flourish, writing his name boldly and adding: "I guess King George will be able to read that". Ever since, Americans have used "John Hancock" as a slang term for signature. Such epigrams have a fascination for many people, although most tend to be the obvious scientific and technological terms named after inventors, such as penicillin line, mouse crude, macadam, volt, ohm and ampere.

Yet eponyms can also be used to calve the pages of history. Children may think they owe "guy" (as in *Guy's* and *Dolls*) to American slang - but it is really Guy Fawkes in yet another guise (and an eponym). Captain Boycott and Nelson Quilting both gained lasting notoriety in somewhat similar circumstances.

The study of different types of names can offer the chance to let children try their hand at elementary historical research. For instance, the analysis of the most commonly occurring first names bestowed by parents on their offspring regularly attracts correspondence in the press. It requires no great prescience to forecast a resurgence of interest in William or even Hal. But what are the most popular first names in the locality of the school today and, more significantly, what were they in the past? Did the local Victorians name their children after stars of the circus hall, the Royal Family or the heroes of the day?

There are accessible sources available for such studies in every locality. What are the most commonly occurring first names on the nearest First World War Memorial, for example? In the Norfolk village of Snettisham, successively occupied and used in the story of two imaginary families who are building and rebuilding, in giving a sense of change over four centuries of a Roman rule and how it affected individuals. We see through the eyes of participants the causes and effects of agricultural revolution, changing patterns of government and society, the impact of religious innovation. A good story well told, though not matched by impressionistic line drawings, which carefully cast a fuzzy shadow over a scrap of useful detail they might reveal.

Tom Corte

interesting resource for the history teacher. Apart from the familiar Saxon (*Ing, ham, tun, ley, field, don, sey, ney*) and Scandinavian (*by, thorp, toft*) place-name endings, there are fascinating survivals from later centuries as well. French-Norman names are usually fairly obvious (such as Belvoir or Beaulieu) but some medieval names are obscure (Baldock = Baghdad).

In addition, there are one or two names from more recent times as well, such as Waterloo (Kirkcaldy), Nelson (Lancashire) and Peterlee (Peter Lee in county Durham).

Atlas maps of North America and Australasia provide a history lesson in themselves, with many places indicating the home territories of the original settlers, such as the obvious New Zealand, New South Wales and New Hampshire.

The name of Boston (Lincolnshire) is far better known throughout the world in its American manifestation - Boston (Massachusetts). That many of the original pioneering settlers in the seventeenth century came from Eastern England is obvious from a casual glance at a map of Greater Boston - but it can be confusing Boston (USA) is in the county of Suffolk, the neighbouring towns of Waltham and Cambridge are in Middlesex, Lynn is in Essex, while Dedham, Needham and Braintree are in Norfolk.

Many place-names suggest chronology as well as origin, such as those named after the great explorers (Vancouver, Baffin Island, Tasmania), monarchs (Louisiana, Regina, Victoria, Queensland) and other great figures of the day (Darwin, Kitchener). New Zealand honoured Pakeha and Wellington, Australia did the same for Melbourne, and even the United States named two towns after Gladstone - in 1878 in Missouri and in 1887 in Michigan.

Street names (such as The Shambles, The Butts, Gallowgate, Haymarket, Regent Street, Coronation Street, Victoria Road, Ickerton Terrace, Tennyson Avenue, Jubilee Street and Maffeking Row) can be used to map the growth of a town or trace the history of Britain.

London has at least 25 streets named after the battle of Trafalgar and eight after Lady Smith, but only a few of the First World War battles are so com-

memorated. In fact, twentieth-century street names generally owe much less to patriotism than they did before 1914 although it is still possible to find names like Baldwin Crescent, King George V Avenue, Churchill Way and John Kennedy Road.

House names can also be used as clues to the age of a building - such as two adjacent terraced houses of the 1880s in King's Lynn named *Livingstone* and *Gordon Villa*. Unravelling the history behind house and street names can provide children in suburban or inner-city schools with the opportunity for genuine detective work and good training in the use of chronologies. They may even find

excruciating puns like the house called *Laurel* because it had two loost!

In names offer opportunities for historical fieldwork in search of names. Some provide dating clues as in *The Lord Raglan* or clues to both chronology and place (the East End's "Jack the Ripper"). But, as with all names, beware! *The Two Chairmen* (in the West End) recalls the sedan chair, not an unworkable committee, while *"The John Snow"* (in Soho's Broadwick Street) commemorates the doctor who used statistical mapping in 1854 to identify the source of a cholera epidemic - a polluted water pump. The pump handle was removed and the epidemic subsided.

The study of names can be supported and sustained by a small nucleus of relevant reference books, such as E. G. Withycombe's *Oxford Dictionary of English Christian Names*, Leslie Dunkling's *Guinness Book of Names*, Basil Cottle's *Penguin Dictionary of Surnames*, Leslie Dunkling's *English House Names* (the Names Society), Eric R. Delderfield's *Introduction to Inn Signs* (Pan), Elliott Ekwall's *Concise Oxford Dictionary of English Place Names*, Eric Partridge's *Name into Word: Proper Names That Have Become Common* (Scribner and Weidenfeld) and James A. Sullivan's *Eponym Dictionaries Index* (Gale Research).

How much valuable time do you spend preparing worksheets?

You probably have to spend a great deal of time you can ill afford, writing, preparing and duplicating worksheets on the work you are covering in class. It's the only way you can be sure that your pupils have enough relevant and interesting work to do which they can all cope with.

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Steps in History Book 2 ☐
 £2.95 non-net (09 148991 1)
Steps in History Book 3 ☐
 £3.25 non-net (09 151991 8)

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Wiltshire



Primary Education Headteacher Posts RUSKIN JUNIOR SCHOOL SWINDON

HEADSHIP Group 6 N.O.R. Approx 350

RE-ADVERTISEMENT
Required from April 1985 for this large junior school on the northern fringe of Swindon. Applications are invited from teachers with wide experience, leadership skills and a commitment to curriculum development. Previous applicants will be reconsidered unless they indicate they are no longer candidates.

Further details and application forms available from C.E.O., Sanford House, Sanford Street, Swindon BN1 1QH (please send away). Final date for applications 10th December.

SHAWBRIDGE COUNTY PRIMARY SCHOOL SWINDON

HEADSHIP Group 5

Head Teacher required from Easter 1985 for this new school which will open the following September. The school is situated in West Swindon, a rapidly growing urban area lying about three miles from the town centre. The post is suitable for an experienced teacher with initiative and strength across the primary curriculum. Applications are invited from suitably experienced teachers with a clear view of good primary practice and the skills and enthusiasm to implement an appropriate curriculum. An interest in promoting liaison with parents is desirable and an ability to teach Music or Sports/Games would be an advantage. Application forms and further details available from the Head Teacher (see please).

Closing date 7th December, 1984.

Deputy Headteacher Post Westwood-with-Hord Primary School Boswell Road, Lower Westwood, Bradford-on-Avon, Wiltshire BA15 2AR

Group 2 N.O.R. 80

Deputy Head to commence at the beginning of the Summer Term 1985, in this modern, rural primary school, (built 1976). The post is suitable for an experienced teacher with initiative and strength across the primary curriculum. Applications are invited from suitably experienced teachers with a clear view of good primary practice and the skills and enthusiasm to implement an appropriate curriculum. An interest in promoting liaison with parents is desirable and an ability to teach Music or Sports/Games would be an advantage. Application forms and further details available from the Head Teacher (see please).

Closing date 7th December, 1984.

Scale 1 Post St. Paul's Primary

The Oaks, New Street, Chippenham, Wiltshire SN15 1DU

Group 4 N.O.R. 185
Required for two terms from January 1985, a Scale 1 class teacher for Upper Juniors. Computer expertise and an ability to take Boys Games desirable, but not essential. Written letters of application, stating age and giving particulars of education, training and experience, and also the names and addresses of two referees to be sent to the Head Teacher, by 10th December, 1984.

PRIMARY HEADSHIPS continued

HERTFORDSHIRE

QUOTTONHEAD JUNIOR SCHOOL
Matlock Road, Hitchin, Herts.
Required from 16th April 1985, a Headteacher (Group 3) for this school. The school is currently has 120 children including 7 in an attached special unit, catering for children with learning difficulties. Further details and application forms are available from the Divisional Education Officer, Grammar School, Watlington, Hitchin, Herts. SG5 1JN. Closing date for completed applications - 20th DECEMBER 1984. 110010

DEVON

Please send displayed advertisement on Page 51, (351477). 110010

KIRKLEES

**METROPOLITAN COUNCIL
DIRECTORATE OF
EDUCATIONAL SERVICES
VACANCIES**
BROWNHILL INFANTS SCHOOL
Upper Batley Lane, Batley, West Yorkshire
REF 738
Applications are invited from suitably experienced teachers for the post of Headship of this GROUP 4 school which caters for the age range 5-7 years. The appointment will date from Easter 1985. Application forms and further details (s.a.e.) are available from the Acting Director of Education, Area Education Officer, Education Office, 20, Clarendon Street, Leeds LS2 9PL. Closing date for completed applications - 10th December 1984. (28888) 110010

CAMBRIDGESHIRE

OAKINGTON CE (AIDED) COMMUNITY PRIMARY SCHOOL
Oakington, Cambridge
Applications are invited for the Headship of this Group 3 school to commence in April 1985. Application forms and details are available from the Area Education Officer, Education Office, 20, Clarendon Street, Cambridge CB2 3AP (s.a.e., please) returnable by 10th December 1984. (28888) 110010

GLOUCESTERSHIRE

PRIMROSE HILL CE OF E PRIMARY SCHOOL
Lydney, Glos. GL15 8AP
Head Teacher, Group 4 required for 1st September 1985. Forms and further particulars are available from the Chief Education Officer, Gloucester, (Ediclose SAE). 110010

PRIMARY HEADSHIPS continued

**KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
THAMES DIVISION**
MONKTON CE PRIMARY SCHOOL (CONTROLLED)
The Street, Monkton, Kent CT14 5JQ
Head Teacher for this Group 1 school to review April 1985. Application forms and further details are available from the Divisional Education Officer, Kent County Council, Maidstone, Kent ME1 1XU. Closing date for completed applications - 10th December 1984. (35784) 110010

NORTHAMPTONSHIRE

CEDAR ROAD LOWER SCHOOL
Cedar Road East, Northampton NN3 3JF
APPOINTMENT OF HEAD TEACHER - GROUP 4
Required for the Summer Term 1985, able and enthusiastic teacher for the Headship of this well established lower school in Northampton. Number on roll at present - 25. Closing date - December 14th. Details and application forms (s.a.e.) available from the County Education Officer (Ref. NH), Northampton NN1 2HX. (26116) 110010

SOMERSET

DITCHFORD COUNTY PRIMARY SCHOOL
Shepton Mallet
For April 1985, HEAD for this Group 1 school. Application forms and further details (SAE) from the Education Department, County Hall, Taunton TA1 4DX. Closing date 13th December 1984. (35712) 110010

BERKSHIRE

**ROYAL COUNTY OF BERKSHIRE
WILSON PRIMARY SCHOOL**
Wilson Road, Reading
Headteacher for this Group 5 Primary School with nursery class. Applications are invited from suitably qualified teachers with drive and enthusiasm and a commitment to working co-operatively in a school with a cultural diversity. Application forms and further details (SAE) from the Education Officer, 26, London Road, West Amersham (SAE please). Closing date: 12 December 1984. An Equal Opportunity Employer. (26257) 110012

Deputy Headships Second Masters/ Mistresses

**BERKSHIRE
BOYNE HILL C.E. (CONTROLLED) INFANT SCHOOL**
Rutland Road, Maidenhead, Berks. SL6 4JZ
C.E. 1st. 1st. Required for April 1985. Deputy Headteacher for this Group 4 school. Application forms and further details available from the Director of Education, Staffing Section (Ref. JB), Shire Hall, Shirefield Park, Reading RG2 9XE. Berks. (SAE). Closing Date: 17.12.84. An Equal Opportunity Employer. (26254) 110012

**BUCKINGHAMSHIRE
Deaconfield Church Area ST PETER COUNTRY FIRST SCHOOL**
Lower End, Chalfont St Peter, Bucks. HP8 4JF
Head: Mrs E. Turnham
Applications are invited from experienced teachers with relevant qualifications for the post of Deputy Head of this Primary School. The post is vacant with effect from April 1985. Application forms and further details available from the Education Officer, 26, London Road, West Amersham (SAE please). Closing date: 12 December 1984. (35685) 110012

HEADTEACHERS

Required April 1985
Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

DUNMOW COUNTY INFANTS SCHOOL (Group 4)
Rosemary Lane, Dunmow.

PLUMBEROW COUNTY PRIMARY SCHOOL (Group 6)
Hamilton Gardens, Hockley.

WICKFORD C. OF E. (CONTROLLED) INFANT SCHOOL (Group 2 & L.F.A. £258 p.a.)
Mount Road, Wickford.

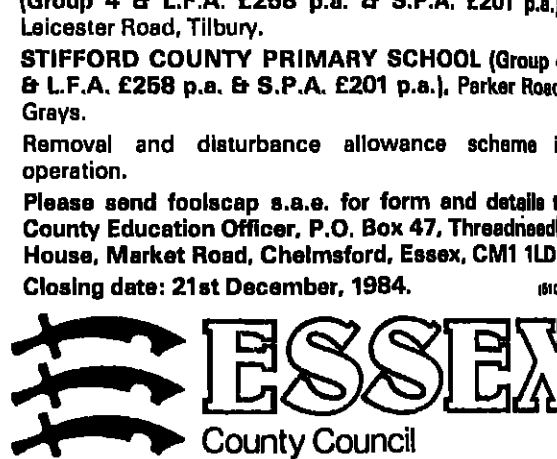
JACK LOBLEY COUNTY PRIMARY SCHOOL (Group 4 & L.F.A. £258 p.a. & S.P.A. £201 p.a.)
Leicester Road, Tilbury.

STIFFORD COUNTY PRIMARY SCHOOL (Group 4 & L.F.A. £258 p.a. & S.P.A. £201 p.a.)
Parker Road, Grays.

Removal and disturbance allowance scheme in operation.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.

Closing date: 21st December, 1984. (1002)



Headteacher

**Group 4
TWEEDDALE INFANTS SCHOOL**

Paisley Road, Carshalton, Surrey
To commence duties 15th April 1985.

The school has approximately 240 pupils on roll including 60 full-time equivalent in 2 nursery classes.

This is a social priority school.

Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE please).

Closing date: 13th December 1984.

London Borough of Sutton

Rochdale Education Department

An Equal Opportunity Employer

Required for 1 May 1985

PRIMARY HEADSHIPS

In Rochdale - Applications are invited from suitably qualified and experienced teachers for the following posts.

1. **Alkington CP School (Group 5)**
Approximately 350 pupils on roll aged 4-11 years.
2. **Bamford CP School (Group 5)**
Approximately 270 pupils on roll aged 4-10 years.
3. **Moss Field CP School (Group 4)**
Approximately 210 pupils on roll aged 4-11 years.
4. **All Soules' CE (Controlled) School (Group 2)**
Approximately 110 pupils on roll aged 4-11 years.

Application forms and further particulars available for all the above posts on receipt of a stamped addressed envelope from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale OL16 1TD, to whom they should be returned no later than 17 December 1984. (0904)

Henry Maynard Junior School, Addison Road, London E17 Required for April

Head Teacher

**Group 6
Salary £12,888-£14,184
plus Outer London and Social Priority Allowances.
Roll - 360 pupils (approx)**

Applications are invited from suitably qualified and experienced teachers for the Headship of this open-plan Junior School.

Application form and further details available on receipt of see from, and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, London E10 5QJ.

Closing date: 7th December, 1984.

Ref. P31/71. (0904)



Deputy Headteacher

Group 4

NONSUCH PRIMARY SCHOOL Chadacre Road, Stoneleigh, Ewell, Surrey KT17 2HQ.

To commence on 15th April 1985.

The school has approximately 210 pupils on roll.

Further particulars and application form from the Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE please).

Closing date: 13th December 1984. (0912)

London Borough of Sutton

Shropshire Education Committee PRIMARY HEADSHIPS

**PRIMARY HEADSHIPS
(RE - ADVERTISEMENT)
Group 03**

Applications are invited for the Headship of:
Bridgnorth County Infant School,
Innige Lane, Bridgnorth, WV16 4HL.

Available from beginning of the SUMMER TERM 1985.

Application forms and further particulars from:

County Education Officer,
Education Department,
Shirehall,
Shrewsbury,
Tel: 222616

To whom they should be returned by Monday,
17th December. (0216)



Leicestershire HEADSHIP

Loughborough, Robert Bakewell County Primary School and Community Centre

GROUP 6 plus Wardens Allowance

Head required April 1985 for this very attractive and spacious open plan school and community centre. Excellent modern facilities. Rising roll (approx 350 at present).

Further details and application form from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF. (SAE please) to be returned not later than 10th December 1984.

Applications are welcome from suitably qualified and experienced people regardless of race, ethnic origin, religion, sex, marital status or disability.



*FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY

*Generous relocation expenses in approved cases.

*Assistance with temporary housing may be available.

HEADSHIP

CHRIST THE KING R.C. FIRST SCHOOL, Stanwell.

HEADTEACHER required from the commencement of the Summer Term 1985 for this Group 2/1 Voluntary Aided Roman Catholic First School for pupils aged 5-8 years.

N.O.R. (January 1985) 49.

Salary scale £9900 - £11,073 p.a. (Group 2) £9573 - £10,653 p.a. (Group 1).

Applicants must be practising Roman Catholics. Application forms available from Area Education Officer, 7, Monument Hill, Weybridge, Surrey, KT13 8RZ.

Closing date 14 December 1984. (0081)

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:-

Holton St Peter County Primary School
Group 1 Ages 5-8 Number on Roll 42

The school is situated in the village of Holton St Peter close by the small, busy market town of Healesworth.

Easton County Primary School
Group 2 Ages 5-11 Number on Roll 74

The school is situated in the small but extremely attractive village of Easton, approximately 4 miles from the historic market town of Framlingham.

The appointments for the above posts will date from the beginning of the Summer Term 1985.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 14th December 1984.



Norfolk HEAD

required for

South Wootton County Junior School

King's Lynn (Group 3)

Application forms and details from the County Education Officer, County Hall, Martineau Lane, Norwich, NR1 2DL, sent on receipt of a stamped addressed foolscap envelope.

Closing date for applications, 14th December, 1984. (0071)

Leicestershire HEADSHIP

Melton Mowbray, St. Francis R.C. (Aided) Primary School

GROUP 5 - Approx. 300 on roll

Head required August 1985, due to the retirement of present Head, for this established school in a growth area of the County. Applicants must be practising members of the R.C. Church, suitably qualified and experienced. The successful candidate will be required to sign the C.E. Council's Form of Contract.

Further details and application form available from the Chairman of the Governors, Rev. P.A. McDonagh, 77 Welby Lane, Melton Mowbray, Leics. (SAE please) to be returned not later than 10th December 1984.

PRIMARY HEADSHIP

Group 6 plus SPA

Ripley Junior School

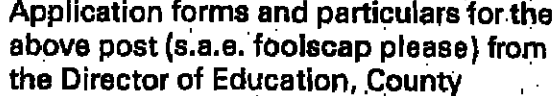
Poplar Avenue, Ripley, Derby (Ripley 42281)

(7-11, NOR 425)

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire.

Closing date 21 December 1984.

Derbyshire County Council is an Equal Opportunity Employer. (0090)



County of Cleveland HEADSHIP

An equal opportunities employer.

CLOSING DATE: 14 December 1984

Application forms and further details obtainable from and returnable to The County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN. (Tel: Middlesbrough (0642) 248165, ext. 3017).

Financial assistance with household removal expenses may be available in approved cases.

PRIMARY SCHOOLS:

JUNCTION FARM PRIMARY SCHOOL, Butterfield Drive, Eaglescliffe, Cleveland TS16 0EU.

HEAD TEACHER (GROUP 4)

Applications are invited from suitably qualified and experienced teachers for the Headship of the above-named school from April, 1985.

WHITECLIFFE PRIMARY SCHOOL, Saltburn-by-Sea, Cleveland.

HEAD TEACHER (GROUP 4)

Applications are invited from suitably qualified and experienced teachers for the Headship of a new Primary School to be established in September, 1985, by the amalgamation of the existing Carling How and Skirrow Grove Primary Schools, situated in the rural area of East Cleveland.

CLOSING DATE: 14 DECEMBER 1984. (0090)

Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:-

Holton St Peter County Primary School
Group 1 Ages 5-8 Number on Roll 42

The school is situated in the village of Holton St Peter close by the small, busy market town of Healesworth.

Easton County Primary School
Group 2 Ages 5-11 Number on Roll 74

The school is situated in the small but extremely attractive village of Easton, approximately 4 miles from the historic market town of Framlingham.

The appointments for the above posts will date from the beginning of the Summer Term 1985.

Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (SAE please) and completed forms should be returned by 14th December 1984.



London Borough of Croydon

Invite applications for the following Deputy Headships
Tenable: 15th April, 1985 (Summer Term)

Beaumont J.M.I. School
Old Lodge Lane, Purley, Surrey
(Telephone: 01-660 7707)

Salary: Deputy Head (Group 3)

Gresham J.M.I. School
Limpsfield Road, Sanderstead, Surrey
(Telephone: 01-657 1807)

Salary: Deputy Head (Group 4)

Kingsley Infants School
Thomson Crescent, Croydon, Surrey
(Telephone: 01-689 7688)

There is a Hearing Impaired Unit and Nursery Class attached to the school. Visits are welcome prior to application.

Salary Deputy Head (Group 4)

Selsdon J.M.I. School
Addington Road, Selsdon, Surrey
(Telephone: 01-657 4038)

Salary: Deputy Head (Group 6*)

*Possible Group 7 following Triennial Review in April 1985.

Wattenden J.M.I. School
Old Lodge Lane, Purley, Surrey.
(Telephone: 01-660 1325)

Salary: Deputy Head (Group 2)

Reasonable removal expenses will be reimbursed (Details on request). Application forms and further information obtainable from the Head Teachers of the schools concerned. Application forms to be returned to the appropriate Head Teacher by Wednesday, 12th December, 1984.

Director of Education, Education Department (TAS) Taberner House, Park Lane, Croydon CR9 1TP (0207)

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Education Development Scheme

A number of Study Awards are to be offered by the Overseas Development Administration to enable candidates to enhance their qualifications by study or research and to widen their expertise to fit them for further employment within the Aid Programme or within related activities.

Applicants should be British Citizens below the age of 45 with a minimum of 5 years overseas experience in an aspect of education and should hold a degree and a professional teaching qualification. In certain circumstances these conditions may be waived for applicants who have been serving under the British Volunteer Programme, provided they have at least 2 years teaching experience in a developing country and hold the minimum academic and professional qualifications.

Awards are made for a minimum of six months to one year and cover fees and provide an allowance towards living costs, books and stationery. The amount is determined by the circumstances of the candidate.

Closing date for applications is 1st March, 1985.

Further details and application forms may be obtained from:

Overseas Development Administration,
Room AH368, Abercrombie House,
Eggleston Road, East Kilbride,
Glasgow G75 8EA.

Please quote Reference AH368/5.



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UNIVERSITY OF LONDON

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Applications are invited for Vicente Canada Blanch Fellowships open to students from October 1985. The Fellowships have the object of promoting the study of the civilization and culture in Spain in any recognized subject of academic study in Spain.

The Senior Fellowship is of the value of not less than £3,500 and the Junior Fellowship not less than £3,000 a year, and is normally available for one year but may be renewed.

For Senior Fellowships preference will be given to postgraduate candidates. For Junior Fellowships candidates must be engaged in or prepared to undertake a postgraduate course of study approved by the Committee of the Award.

Application for Fellowships should be made to the Scholarship Section, University of London, Senate House, Room 21A, Malet Street, London WC2E 7LU from whom further information may be obtained. (36063) 300000

OXFORD

ST. HILDA'S COLLEGE

COOLMISTRESS FELLOWSHIP

The Coolmistress Fellowship will be offered to female students of St. Hilda's College, Oxford, who are engaged in their final year of study. The Fellowship is open to students of any degree and is awarded to the student who has achieved the highest academic results in the final year of study.

Particulars may be obtained from the Secretary, St. Hilda's College, Oxford, from whom further information may be obtained. (36063) 300000

Colleges of Higher Education

HEADS OF DEPARTMENT

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'Develop your construction training experience with our unique project'



A year ago we successfully launched a major project which introduced a radical new approach to construction training. This involved a training programme structured around practical on-site experience, and off-site instruction at Hackney Technical College, running parallel with the project, with a ratio of approximately one skilled operative per trainee.

We are now starting a second project, lasting for 3 years and valued at £4-5m, which will involve building 94 houses and a community centre with 100 newly recruited school leavers, young labourers and adult improvers. It is supported by the M.S.C. and L.G.T.B.

Supervisor (Training Co-ordinator)

£13,850 - £14,500 p.a. including overtime

Working under the direction of the Project Manager you will have the key training role on the construction site. Together with the Technical College you will develop and implement dynamic training and assessment programmes and take responsibility for co-ordinating the work of 3 foremen/workmen.

As the post carries major site supervisory responsibilities you should have relevant experience and a keen interest in and knowledge of training young men and women. Experience in teaching or training would be an advantage.

We are also seeking to encourage more women to take construction training and you will be expected to support and develop this initiative.

Secondment for a period of 3 years would be considered. Please quote ref PJ031/TES



HACKNEY COUNCIL
Working for local people

We positively welcome applications from black people, disabled people and women where they are under-represented in particular jobs.

Trainee Careers Officer

£3603 - £6762

Applications are invited from candidates over the age of 22 to be seconded, on salary plus approved expenses, to a 1 year training course commencing in January 1985 leading to the Diploma in Careers Guidance.

Applicants should hold a Degree or other relevant qualification and have had at least one year's experience in appropriate employment.

Candidates without appropriate qualifications but with wider employment experience will also be considered.

Application forms and further details are available from the Director of Education's Department, P.O. Box 56, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XQ Telephone 01-366 9366. Closing date 10th December 1984. Please quote reference OGD/422

(0808)

London Borough of
Enfield

Cumbria County Council

OPEN TECH IN CUMBRIA

Cumbria L.E.A., in association with the M.S.C., wish to commission a feasibility study to explore how a system of Open Learning within the Authority could be developed.

This will be a three month project, beginning January 1985, and the Authority is looking for a person to undertake this research on a short term contract.

Please apply in writing immediately, giving details of curriculum vitae and names and addresses of two referees, to the Director of Education, 5 Portland Square, Carlisle, Cumbria, CA1 1PU. For further information, please telephone (0228) 32161.

(0801)



ADMINISTRATION L.E.A. continued

County Education Office COUNTY INSPECTOR WITH SPECIAL RESPONSIBILITY FOR ENGLISH

Soulbury - Burnham HT Group 10
£16,824-£18,141

Required for Easter 1985. Applicants for this senior post should be well qualified and have had successful teaching experience.

Experience at senior management level in schools or colleagues, or in an advisory service, will be an advantage.

Closing date: 21st December, 1984.

Application forms and further particulars available from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. Telephone: 0245 267222, ext. 2626.



County Council

Education Welfare Officer

£6,267 per annum to £8,523 per annum (pay award pending)

The person appointed would be attached initially to the eastern area team, based at the Gilbert Scott School, Farnborough Avenue, South Croydon. She/he would work under the immediate direction of the Senior Education Welfare Officer and be involved with the school attendance, general welfare of school children and liaise with other social agencies.

Applicants should have social work experience and preference will be given to holders of Social Work qualification.

A car allowance is payable and possession of a current clean driving licence is essential.

Starting salary and progression within the scale is dependent upon qualifications and experience.

Further information and application forms are available from the Director of Education (PPO), London Borough of Croydon, Taberner House, Park Lane, Croydon CR9 1TP.

Closing date: 14th December, 1984



An equal opportunity employer

Visual and Aural Aids Adviser

Burnham Head Teacher Gp. 9, £16,470 - £17,790 inclusive

Hounslow operates the Visual and Aural Aids Service and Film Library for schools and colleges in eight London Boroughs in the area of the former Middlesex County. The service is based at 38 Harworth Road, Hounslow, has a staff of 16 and its operation is controlled by an Advisory Committee on which the eight Boroughs are represented. The Adviser is responsible for the operation of the service, professional advice to the advisory committee and to staff in the eight constituent authorities.

Due to the retirement of the present Adviser the new appointment will be from 1 May 1985. Applicants should have teaching experience and experience in educational technology.

Further details and application form can be obtained from the Director of Education, London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow TW3 4DN.

Tel: 01-870 7728, ext. 3158.

The closing date for applications is Tuesday, 11th December 1984.



AN EQUAL OPPORTUNITY EMPLOYER

INSPECTOR

(TECHNOLOGY IN EDUCATION)
£14,922-£16,221 • Kingston upon Thames

This post is for an Inspector to support curriculum development through the use of technology. The person appointed will be responsible to the General Inspector for Technology in Education who is also Head of Media Resources Centre at Ewell. She/he will be responsible to an Area Inspector as a member of an Area team for general advisory work in a group of schools in North West Surrey. The successful applicant is likely to have had active involvement at a senior level in school or college in curriculum development. A good understanding of the way in which technology might be used to aid the learning process will also be required.

Application form from the County Education Officer (Ref. NTP), County Hall, Penrhyn Road, Kingston upon Thames, Surrey. Tel: 01-546 1050, Ext. 3188. Closing date 14 December, 1984.

YOUTH & COMMUNITY WORKER

Old Dean Youth & Community Centre, Camberley • £8,853-£9,908

Applications are invited from suitably qualified Youth and Community Workers for this challenging post at this large purpose built youth and community centre. We are looking for a self motivated worker capable of leading a small team of part-time paid and voluntary workers. The post requires enthusiasm and the ability to work together with the management committee in developing and administering the centre as a focal point for youth work offering young people a wide range of educational activities, events and challenges.

The County Council offers relocation assistance in approved cases, and temporary housing may be available.

For further information or an informal discussion telephone Mr David Chilton, Senior Youth & Community Officer, on Woking 23533.

Application form available from Senior Youth & Community Officer, Lismore, 9 Heathside Road, Woking, Surrey.

Closing date Monday, 17 December, 1984.



County Council

ilea Inner London Education Authority

Education Liaison Officer

for Hammersmith and Fulham

Salary: £8124-£9786 per annum plus £1347 London Weighting allowance

Applications are invited for the above post. The Education Liaison Officer is primarily concerned with helping ethnic minorities in the field of education in the local area. Applicants should have relevant experience of the education system and a good knowledge of, and commitment to, local community relations work. Appointment will be to the ILEA service. The post holder will be seconded to the Hammersmith and Fulham CRE and work under the Senior CRE. The job requires some work in evenings and weekends. The appointment is one of a team of officers appointed by the ILEA.

Application forms and further details are available from Personnel Services Division, E01ESTAB 2, Room 368, County Hall, London, SE1 7PB (please enclose a large stamped addressed envelope). Completed application forms should be returned by 21 December 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

Somerset County Council

Somerset seeks a

1st DEPUTY CHIEF EDUCATION OFFICER

(Salary £19,923-£21,783 under review)

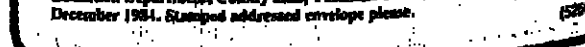
To succeed Derek Esp, appointed to be C.E.O. Lincolnshire.

The determination to demonstrate that he or she is a potential Chief Education Officer is essential, as is resilience, and optimism about the future of our service.

Application forms and further information available from: Mr. J. Wilson, Chief Executive, County Hall, Stockport SK1 2XE.

Closing date 18th December, 1984.

Stockport Metropolitan Borough is an equal opportunity employer



Full details and application forms from the C.E.O. Staffing (NT) Section, Education Department, County Hall, Tinsley, TA1 4DY. Closing date 18 December 1984. Stamped addressed envelope please.

ADMINISTRATION - L.E.A. continued

OXFORDSHIRE COUNTY COUNCIL

NORTH OXFORDSHIRE TECHNICAL COLLEGE (NGO) AND SCHOOL OF ARTS AND DESIGN, Banbury OX16 8DA

Required for 1st April 1985, a Registrar for this college. Previous experience in a similar administrative post would be an advantage. Salary: £29,945 - £10,539.

Application forms and further particulars from the Principal SAE please, to be returned by 10th December 1984.

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HEREFORD AND WORCESTER COUNTY COUNCIL

THE CAREERS SERVICE

CAREERS OFFICER
WORCESTERSHIRE

A qualified careers officer is required for the post of Careers Officer at Kidderminster Careers Centre.

Salary £6,264 - £8,712 per annum pro rata.

Further details and application forms from County Careers Centre, County Buildings, 12nd Floor, St. Mary's Street, Worcester WR1 1TW. Tel: 0533 33366, Ext. 3408.

CLOSING DATE 14th December 1984.

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£50 - £300 granted same day. No security required. For written quote apply 17 Regent Street, London W1 01-734 3519. (09871) 80000

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Tim Edwards, BUNACAMP, 55-60 Berners Street, London, W1P 3AE. Tel: 080 9455
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WILTON IN MAJORCA (Santa Ponsa) £100 per month studio apartment, convenient everything. Write Box No. TE8 00283 Priory House, St John's Lane, EC1M 4BX. (26304) 880000

Further details from: Estates
8 Crossley Street, Halifax,
(0422) 67257 - Extension 35

and Valuation Officer,
West Yorkshire, Tel: HALIFAX
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